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THE HIGHER EDUCATION A FUNCTION OF THE STATE.

The free school system of America, endeared to us by associations and results, is the gradual outgrowth of a conviction that has strengthened with the lapse of years, until we may even dare to hope that it is impregnable as the republic itself. That this conviction has sunk deep into the hearts of the people, is manifest from the harmony and unity that characterize the system. While it is not the creature of any central or arbitrary power, it is nevertheless essentially the same all over the land, thus proving conclusively that it rests fundamentally upon a common and wide-spread belief in its necessity. It is begotten of the people, and like the national life, it draws from them its strength and vigor. We have come to look upon it as a great beneficent fact. Like all firmly grounded institutions it is clothed with that dignity that comes of years, and which would seem to almost chide one for questioning the reasons that gave it life, or warrant its continued existence. We are impatient with its factious assailants, and almost distrust the honest criticism of its friends.

The philosophical mind, however, finds more than a mere satisfaction in examining minutely into the principles that underlie popularly accepted beliefs and systems. The honest investigator thus entrenches himself more strongly in his convictions, or wisely abandons positions incapable of defense. Some bias is removed, or some opinion receives an accretion of evidence. Now we may not blink the fact, that there is a latent opposition to our school system, in so far as it provides for anything more than a rudimentary English education. It is not simply a complaint that in some cases there has

been unwise, or perhaps lavish expenditure for the means of higher education, but it is an undisguised hostility to all such provision. It is true the number of citizens holding this view is by no means large; but they challenge our position; and if we feel strong to maintain our ground, we should not refuse a bold and ready answer. Nor should it consist in a mere cry of defiance, neither in heroic bombast and self-laudation. It should be a calm and judicial review of the entire cause, with a loyal devotion to truth, and the spirit that will recognize it even under the garb of an enemy. In this age of revolutionary thought we may well take pause to survey the ground on which we stand. A leading philosopher, than whom none other has a stronger hold upon the English mind, can perceive no essential bond between mental and moral culture, and denies that the former in any way conduces to the latter. Some of our cities provide for nothing more than the elements of intellectual training. Brooklyn, N. Y., has long made no provision for public education above the grammar schools. A large class would relegate all education into the bosom of the church. A venerable reformer of this country would tax the people for primary schools only. The President of the first American University sets forth the same views, and we may not call him inimical to the higher education. Surely, then, it behooves the teaching force of the country to weigh well the question. We may not be able to rid ourselves entirely of what Spencer would call the professional bias, but it cannot weigh heavy against us. For should the theory of state provision be abandoned we cannot doubt that the teacher would be in demand no less, perhaps, than now, though his work would be rendered less efficient. There is no good reason, then, why we of the rank and file should be excluded from the councils of our chiefs. For with all deference to President Elliot we cannot admit that Reason wears only academic robes, or that she dwells only within University walls. It would be unfair perhaps, to deny that in public provision for the highest education there lies a debatable question. And though an attack upon higher schools should but cover a deeper design against the whole system, yet we should not refuse to meet opponents upon fair ground; and from a full and candid interchange of thought good can hardly fail to result.

Before proceeding to discuss the question of higher schools, we may well glance at the reason for there being any free schools at all. As generally stated, it is to fit the youth of our land to become intelli-

gent citizens, capable of maintaining a free republic. And this is perhaps a sufficiently full and truthful statement of it. But let us examine it somewhat closely. The system finds its warrant in that it is regarded as an essential factor in securingthe welfare of the state. And please note well this fact. It has not charity for its object, nor is it in any sense a benevolent institution. It does not educate the poor man's children because he is poor, nor those of the rich man because he is rich. It makes no class distinctions. If it furnishes the poor man man more than his rich neighbor, compared with their respective burdens of taxation; it is neither a sop thrown to the one to make him content with his lot, nor an ingenious method of stealing from the other; but is simply a rational plan devised for the preservation and well-being of society and the state. While we justly glorify the system and its results, often pointing proudly to what it has done for this family or that, for this poor boy or that friendless girl, we must remember that these beneficent results furnish us but an indirect argument. They appeal to us strongly by their individuality, while they are chiefly good as arguments in pointing unerringly to the fruition of the object primarily contemplated. But we need not dwell longer upon this branch of the subject, and have introduced it only for the reason that upon the principle here maintained, and well nigh universally admitted, hinges an important argument for higher education at the expense of the state.

From the simple fact that it is an organized institution, society demands a large amount of shaping and moulding power—what one of our leading educators has happily called "directive force." A republic needs something more than voters who can read and write. It must have leaders of popular opinion and advancing thought. It wants men who can sway the popular mind, and those who will do it wisely ; men from whom radiate a pure morality and exalted patriotism, a spirit of broad and catholic culture. In short it needs men and women who can direct most wisely the varied forces of society. Now the state may adopt one of two courses. First, she may trust to the natural supply of this "directive force," relying upon those of her citizens who are able and disposed to furnish themselves with necessary means of instruction ; and trusting to some extent, perhaps, to importation; or second, she may adopt a stimulating policy that will give the largest possible supply by opening the doors of opportunity to all her people, and thus utilizing as far as possible all the latent

directive talent within her domain. In this talent lies the higher life of the state, and it is not only a right but a duty to take to herself all she can secure. The caviller may say that here as elsewhere, the supply will meet the demand. Not so, however. We are here in another sphere than that of trade. The supply creates the demand rather than the reverse. And strange to say there can be no excessive production, no over supply. A wise statesmanship recognizes this, and would increase the supply to the greatest possible extent. Without some public provision for higher education, this directive talent would be drawn mainly from the wealthier class of citizens, to the exclusion of those who have an equal right to furnish the talent they possess. Thus would class distinctions be indirectly fostered, contrary to the spirit and traditions of our government. It is not contended that in the absence of the special feature of our educational system under discussion, there would be anything like a total absence of this guiding force in society. A certain amount would exist; to a certain extent it would be efficient; and it would in some degree be drawn from the poorer classes of citizens. But the state should seek to draw from these classes more than they can furnish unaided, by the simple, inherent force of development, and should accordingly provide abundant means for its production. The stronger currents that determine the channel of this great stream of civilization, have their sources far down in the strata of society; and a wise policy would strike deep, and lay open these springs, giving them unobstructed egress in all their native vigor and purity. Surely this is not mere sentimental theorizing, but is dictated by that enlightened reason which bids the state, in the exercise of her sovereignty to supply herself to the fullest extent possible with all that conduces to her highest well-being and prosperity. And in this consideration alone we find ample warrant for that policy which opens the avenues of training and culture to all the people.

It was just remarked that in this field there can be no over-production. The proposition would seem to be well nigh self evident, yet every year at this time, because our colleges send forth a few thousand young men and women, some garrulous penny-a-liner bewails this irruption of brains, this excess, he calls it, of college graduates. If the quackery that yet prevails in medicine, the gross ignorance that still drones from the pulpit, the stupidity that harangues the court, and the complacent inefficiency that sits upon the bench, the

folly that lingers in legislative halls, the duplicity that flaunts itself as political economy, and. may I say it, the pretension that maintains a seat at the teacher's desk—if these do not furnish a refutation, where shall we seek it? We might find it—should it be worth the while—in the statistics as to the standing and achievements of graduates from any of our colleges, even from our many feeble ones. Because a few of them are now and then found competing for some position as clerk or book-keeper, we are not to believe that the years spent in college have been wasted, but may well believe the student competitor likely to acquire a broader and wider knowledge of business principles, and reach, in consequence, a higher stand among intelligent business men.

It may not be amiss to remark that state provision for advanced education is the best ally of labor in her efforts to achieve independence. In this we have the true communism, the only just leveler. The more we extend the higher education, the better theoretical solution we may expect of the labor problem, and a partial practical solution in the approximation toward equality of wages in professional and manual labor. It is plain that if a community were composed entirely of members equally qualified to fill so-called higher positions of labor, the lower kinds of labor, as having presumably the more distasteful conditions attaching, would command the higher rates. In this function of the state, then, we find the true equalizer of society, in that it equalizes conditions and opportunities, and leaves worth to earn recognition and promotion.

The force of another argument will be at once recognized by those who are intimately acquainted with the practical working of our educational system; and its force must be seen to some extent by every thoughtful person who will give it a moment's attention. It rests upon the premise that secondary schools through their reflex influence are essential to the more complete fruition of the scheme in the lower grades. Where a good High School is maintained the efficiency of lower departments is increased by from 50 to 100 per cent. The university works a like result in its feeding schools. These higher institutions unify and complete the system. And in offering to lower departments a goal for which they may strive; in furnishing healthful incentives to earnest endeavor; in securing a more uniform standard of examination, and better results therefrom; and, finally, in

giving a generally vigorous tone to the whole system, radiating an influence that is about us, and within us, blessing us unconsciously, like the life-giving air that surrounds us; we may fairly say they are of very great value, aside from their own special and important function.

The state should provide for higher education, and in the university for the highest, if for no other reason than to augment the force of thoroughly equipped teachers. A noble work has been done in Normal training, but no one would claim that enough has been accomplished. More of our teachers should have a university training, or an equivalent. Then would every pupil be more likely to gain that inspiration and full satisfaction that come of getting all one asks, with the confidence that there is a boundless reserve from which to draw. May we not hope for the day when our university students shall be privileged to supplement their training with a Normal course, to be carried on in connection with college work. Does not the teacher's profession merit a department at Madison? Or may we not hope with President Bascom, that students in our Normal Schools may one day be privileged to supplement their course with a preparatory training for the State University?

Lastly, we may safely affirm that State provision for higher education will give the best results for the least money. Should the State furnish merely the rudiments of an English education, beyond a doubt the churches would furnish the several varieties of Christian higher education. Indeed we may not doubt the primary public schools would be straightway abandoned to the very poor, to become of course, mere charity schools. A prominent clergyman in this State said, a few years ago, "The church has no choice! She must educate her children in her own holy ways, or abandon them to the no-training of which I have spoken; which is to abandon the garden to its weeds." It is evident the churches would assume the entire work of education. Schools would be multiplied, and the aggregate cost to society increased, while teachers would become tools, and the efficiency of their work be vastly diminished. Nor is it clear why we may have secular primary education, while the higher education must be religious. Still there are many estimable people who are quite horrified at the idea of a non-religious, or rather non-sectarian college. And they will doubtless continue to support institutions

where properly expurgated philosophies are taught, and controversy seldom dare to enter. They will do this with scanty libraries, scanty apparatus, and scanty success; but we cannot, nor should we, say them nay. As was well said in the debate last winter, if church schools can live without state aid, they establish their right to existence, feeble though it be. We may not refuse to acknowledge the propriety of "the survival of the fittest." But while the state must grant the right, she cannot admit the entire efficiency of such action. The principle of the highest education, free to all citizens, and strictly non-sectarian, should ever guide the state educational policy. The state, with her great resources, should make her work so perfect that, beside her own, the fittest to survive would be comparatively few. Should the churches wish to endow theological chairs at the state university, with attendance optional, it would be hard to find any weighty objection. Truth that would skulk rather than fight, scarcely deserves to live. With this liberal policy steadfastly pursued, millionaires may in time think it as well to give their thousands to endow a professorship in an institution that shall die only with the state itself—as to found the Excelsior Collegiate University, that may decline and fall within the next decade. But the question is little affected by the prospective wisdom or folly of our rich men in the disposition of their property. In supplying to the fullest extent that directive talent which gives the state vigor and perpetuity; in furnishing Labor her most faithful ally and tending to abolish class distinctions; in rendering more efficient the work of education in lower departments; in providing the state with the best teaching force; and in giving the most complete facilities of instruction at the least aggregate cost—we find conclusive reasons that the Higher Education is a legitimate and most important function of the State.

Read at Milwaukee, July 6. W. R. LAWRENCE.

"For the Night Cometh."

Work while daylight lingers,
Before comes the night;
Ere the rosy fingers
Of the sunset light
Paint the skies with glory,
And the golden day,
Like some finished story,
Softly dies away.
Morn in glowing beauty
Come across the lea,
Bearing many a duty,
O, my soul, to thee.
Hast thou bravely taken
Up thy work to-day?
Or hast thou forsaken
Duty, and in play—
Seeking after pleasure,
Spent the precious hours!
As if life were leisure—
But a path thro' flowers!

BEATRICE M. THAYNE.

IS THE TEACHER'S PROFESSION OVER-STOCKED?

We have heard much said of late about the science of Political Economy. The "granger" and the "greenbacker" have heard of it; and the rural editor is delivering himself upon "labor and capital," "supply and demand," "production and over-production."

We have had urged upon us at times the teaching of Political Economy; let us consider, now, for a little while, the political economy of teaching.

It is believed that the laws of supply and demand are universal, that no avocations or channels of supply are exempt from their operation. Insufficient supply of any kind of labor, as of any other commodity, occasions increased price; and increased price, in turn, increases the supply by drawing from other channels. But the current being once turned in any given direction, is apt to continue its flow too long, and to bring too many from other occupations to that in which a lively demand has arisen. And not only are too many likely to seek the new industry, but the flow will consist largely of those who have been the less successful in other occupations. Thus, after a scarcity an over-supply is likely to arise, and that of a poor quality. Then the opposite process sets in and the surplus supply drifts off to meet other and newer demands.

The ratio of supply and demand is, therefore, oscillatory—never long at rest, but slowly swaying with more or less amplitude of vibration. In what stage of the vibration is the work of teaching at the present time—in that of scanty supply, of over-supply, or of unstable equilibrium?

The answer to this question is not so easy to arrive at as it might seem. On one hand, we hear much about the dearth of teaching force. It is proclaimed aloud that the great want of our public educational system is teachers. How shall the children of the republic be taught except they have a teacher, and how shall he teach except he be sent? And so, we are told that normal schools are a positive necessity to our public system; that those now in existence are by no means meeting the demands of the state; that their courses of study should be shortened that they may send more workers into the vineyard. Young men and women are appealed to to devote themselves permanently to the work of teaching. People of the olden time complain, and with reason, that the public teaching is now in the hands of young and immature persons; that men and women of

experience and maturity are not to be found in the common schools as formerly; and they assign as the reason for this, that schools have so multiplied and the demand has so increased, that there is now no adequate supply of properly aged and qualified teachers for them. We are in the condition of large demand and insufficient supply.

If this be the correct view of the case, our state is surely a hopeful one—the remedy will be promptly forthcoming. Every other occupation in the country seems to be over-stocked. There are too many lawyers, too many doctors, merchants, artisans of every kind, if we may believe the report of those who in all of these walks are meeting the daily pressure of sharp competition. Even the agriculturist begins to suspect that he is suffering from over-production. Surely, then, if the teacher's profession lack for workers, there will be a prompt response to its call. Men will push from other occupations to this; the Normal schools and the colleges will be thronged with those preparing to teach, and the demand will be soon supplied.

But there it another side to this matter. There is a counter-complaint that there are too many teachers already. The young man who has spent years, it may be, in fitting himself for teaching goes out in quest of a place to work, He finds "school-hunting" no easy or delightful task. He is told by the school officers that they have scores of applicants for every vacancy; mayhap, that they must needs even conceal the fact of an occasional vacancy, lest they be bored to death by the throngs of eager candidates. He finds that such active competition in school-hunting has naturally very much depressed the wages for school-teaching. And he will find, further, that his competitors are not mere unvouched-for adventurers, but that for every hundred schools perhaps two hundred persons are legally certified by the proper officials as qualified to teach. What has become of that great demand, that vacuum that was calling for him so loudly? Was he not assured all through his hard-fought days of preparation that there was a great demand for teachers? And is he not now keenly conscious that there is a great demand for schools? What is the answer to this riddle?

To leave behind our imagined but not imaginary young man, is it not evident, in the face of all the talk about a dearth of teachers, that the ranks are already crowded to overflowing? Do we not see teachers every year driven into other employments by the sharpness of competition? Are not those who remain constantly subject to under-

bidding, and the other interferences which belong to an over-stocked profession?

What shall we do? Shall we not warn young men away from this work and so do them a service and protect ourselves at the same time? If this is a case of over-production, as so many teachers and others believe, is it not time to imitate the woolen weavers and the coal miners, by ceasing production? Should we not close the "doomed Normal schools" or convert them into shoe-factories? Shall we not, too, be wise in our generation?

But I know that you are already waiting for an opportunity to tell me that I am setting up a man of straw; that there is no such over-supply of teachers, as I have pictured; that they are right who proclaim an urgent demand for teachers; that this demand is for qualified teachers; while the over-supply is of "dead-beats," leeches, school-keepers, educational tramps.

To which I answer: (1.) Do you call him a tramp who walks forth with legal and legally obtained certificate "to whom it may concern" that the bearer thereof is qualified for the work of teaching public schools? And (2.) Why are not the poor, the unqualified aspirants for teachers' wages driven to the wall? Why do not the ordinary laws of supply and demand here work to exclude the unfit workers by the sheer force of competition? A surplus of would-be teachers ought to be favorable to the interests of the schools and their patrons, at least; whatever might be the effect on the army of candidates. The ordinary operation of the principle of self-interest on the part of the purchaser or employer, ought to conduce here to the welfare of the schools and the success of the qualified teacher.

And here we are brought to face a strange element of the problem, in the fact that cheapness rather than fitness is the desideratum with most school officers. The question is not: "How much service can you return us for our money?" but, "For how little money will you serve us?" And the questions are very widely different in their force, however similar in form.

I do not forget that in some quarters there is an intelligent demand for intelligent teaching, and a disposition to remunerate good service reasonably. But the demand for ability and culture, at their price, is limited though constant. The general demand is for mediocrity and cheap inefficiency at their price. Were it not so, were the whole de-

mand for good teachers, it would be met. There would be an influx from other ranks, and our higher schools would be taxed with the preparation of good material.

But, to return to the matter as it is, the principle of self-interest has not ceased to act; but ignorance obscures the path of true self-interest,—a state of affairs very common, but very little taken into account by many theorizers in political economy.

Intelligent self-interest would quickly profit the schools through even a *quasi* over-supply of teachers, and profit the qualified teachers at the same time; but ignorant, untaught self-interest has been "penny wise and pound foolish" since the world began, and ever the chief hindrance to the proper operation of the laws of supply and demand. And this ignorace manifests itself in a dual form.

Not only is there dullness as to what true self-interest demands in school expenditure; but there is also a woful lack of discernment shown in the selection of teachers, even where good ones are desired and paid for. And the school boards, often victimized and disappointed in their endeavors to secure efficient workers, come to a state of despair or, worse yet, of indifference.

And is there no relief for all this? Must we wait through the centuries for the average school-officer to "develop" to intelligence? Must the schools bear the infliction of cheap (?) teachers until school boards become wisely liberal and liberally wise? Must the fine gold of the teacher's profession continue to be so often thrown aside for the more plentiful pewter? Is there not something which can be done at once to help school officers in their choosing, to encourage and protect truly qualified teachers, and to disperse the hungry and calamorous host of trampish school-hunters, not yet as numerous but quite as pestilent as the grasshoppers on the Kansas corn?

Here is the practical turn of my whole inquiry, and if I can suggest no practical relief I might better have held my peace.

If I mistake not the County Superintendency of this State was instituted for the very ends before mentioned,—to protect school boards from imposition and their own ignorance, to protect the true teachers from improper competition, and to discountenance and turn away the incompetent and unfit. It has accomplished much for which it was set, and has fully justified its own existence. I am a steadfast defender of the County Superintendency on general grounds, and yet I stand here to assert that it is largely, if not chiefly, responsible for

the present flooding of the country with sham teachers, and the consequent low rate of wages and low grade of instruction. It is, doubtless, not to be expected that men should rise to the heights of moral heroism on $600 a year, and a political tenure of office; but it is morally certain that if all our superintendents had the courage and fortitude to cut off one-third of those whom they now license, and to weather the storm which would follow, our whole educational work would at once take a step upward in quality and efficiency, more than equivalent to all the progress of the last ten years. The best young minds of all the State would be drawn towards the work of teaching, because sure of remunerative occupation; the higher schools would be stimulated to more active production; the lower schools would feel the breath of their life; and our whole work would rise to a higher plane.

I believe that in our discussions here we should not amuse ourselves by riding tilts at imaginary evils, but that we should inquire out the really weak spots in our system and then strive to apply judicious but effective remedies. And I verily believe that this prevalent policy of over-licensing is one most thoroughly and positively mischievous. If in a county requiring, say, 70 teachers, 150 persons be licensed to teach—and that, too, in a county where very few are really qualified and all school work is at a very low stage—what must be the inevitable result? Surely this is a kind of "inflation" about which there can be no difference of judgment among thinking men.

Again, a sort of local "protection" is often inaugurated which is also utterly vicious and absurd. It would seem to be the part of wisdom in the educational administration of a county, to set the standard of qualification so high as to drive off the drones and moths that infest the hive, and to draw into their places good, healthy workers from without, to strengthen and increase the efficiency of the whole.

Yet I have heard a County Superintendent, one of the best and most active in the State, artlessly announce that he would allow "no imported teachers in his district." He should always "license enough teachers to *run* the schools of his county." And of course he made his declaration good by licensing more than were necessary. This is protection with a vengeance. It is practically saying, "let us have poor schools, if need be, in order to foster home industry."

Away with all such doctrine! Let all men entrusted with educational supervision stand up to their duty and be responsible men, not mere temporizers deeply mindful of re-election.

But in calling upon the superintendents to discard the whole lower stratum of their teaching force, so-called, I am not simply asking for an elevation of the standard of literary acquirements. Ability to teach what one has to teach, and ability to rightly mold character and influence to right conduct, are the main considerations always; and these things are not always shown by the percentages acquired at a written examination.

It is at least possible that one-fourth of the licenses now in force should be denied a re-issue without materially raising the literary standard. I am aware of the courage which such a step would demand; I am aware of the difficulties which beset the efficient superintendent at every turn; and I therefore advocate such an increase of authority and responsibility in both County and State supervision as will make a more rigorous policy in licensing not only possible but practicable.

But while an increased stringency in licensing teachers will do very much to displace the worthless and encourage the efficient to enter the work and continue in it, there is much else that may well be done.

Public sentiment in this matter needs education, and that education should be directly attempted. If teachers' institutes and meetings are good, why not meetings of school officers also? Suppose that the school officers of each county were required, and paid, to meet the State and County Superintendents, for at least one full day in each year, would not the good effect be speedily appreciable in more directions then one?

Better yet, if the number of school officers in the State could be decreased to one-fourth its present limit, and their efficiency correspondingly increased, what might we not expect in the way of wiser selection of teachers, increased attractions in the work, and a true equilibrium of supply and demand in the teachers' profession? The township system of school government will do this for us. Let us, therefore, work steadily and persistently for the incoming of the township system.

And, meanwhile, let us assure the unpromising and weak that the

profession is over-stocked, while we say to the promising and strong that "there is always room at the top."

Read at Madison, Dec. 27th. A. SALISBURY.

THE DOCTRINE OF THE MINUS SIGN.

There are two distinct uses of the minus sign; first to denote an operation, second, to designate a kind of quantity. We employ the one or the other according as we connect or disconnect the sign with the quantity to which it is affixed. For example, what is meant by 8a—5a? First, it means that one quantity is to be subtracted from another of like kind. Illustrations: A man had 8a dollars, and spent 5a; how many had he left? A force of 8a lbs. was pulling upon an object, and 5a ceased acting; how many remained? A man rowed 8a miles up a stream, and then floated 5a miles down the current; how far was he from his starting?

Second, it means that quantities of exactly opposite character, tending to neutralize each other, are put together, and the net result is required. Illustrations: A man possesses 8a dollars, but owes 5a; what is his net property? A force of 8a lbs. is drawing an object in one direction, and a force of 5a lbs. is endeavoring to pull it in exactly the opposite direction; what is the resultant of the two forces? A man rowed 8a miles up a stream, and at the same time the current bore him 5a miles down the stream, what actual progress did he make?

From the failure to distinguish these two uses of the signs, much of the prevalent mystification on the subject arises. We propose a brief examination of the doctrine of signs, as they occur in the four fundamental operations.

First, consider *Addition*. This, in Algebra, must be defined as simply putting together two or more quantities, and finding their net result. Quantities having the same sign (and similar as to literal part) are like in their character, and hence their net result is the sum of their co-efficients: e.g. +11a+6a=17a; —5a and —9a= —14a, i. e., 5 minus a's and 9 minus a's equal 14 minus a's. Quantities having different signs are unlike or opposite in their character, tending to counteract each other, and hence their net result is the difference of their coefficients: e. g. add +7a and—10a; —10a may be separated into —7a and —3a; —7a cancels+7a; and 3a remains as the result. So, if the plus quantity is greater, part of it is consumed in canceling the minus quantity, and a plus part remains.

Next we will take *Subtraction.* The first case is subtracting quantities with like signs, the minuend being numerically the greater. This is simply removing part of a quantity, and leaving a remainder, which must necessarily be like the whole: e. g. 6a from 11a leaves 5a; —6a from —11a leaves —5a. The next case is subtracting quantities with unlike signs. This is removing an opposing quantity which was previously held in check, and therefore increases the prevailing quantity. Just here lies the whole mystery of the minus sign in algebra. If this can be thorougly understood it will be found the key to the whole position. We will therefore look at it more carefully.

Let it be required to subtract —4a from 7a. What does this mean? Evidently you cannot remove a quantity which does not exist. You can take 4a from 7a because it is a part of 7a, but how can you subtract —4a from 6a, when on the face of it, it is not contained in 7a? Evidently it must be shown to exist there, or it cannot be removed. Now the 7a may be considered the result of a previous putting together of unlike quantities, of which part of the positive was neutralized by the negative, and a part, the excess, remained. Now when the negative is removed, the positive that was held in check by it is set free, and is added to the other positive. Subtracting or removing a negative, therefore, is setting free or adding an equal positive. To subtract —4a from 7a, you must consider 7a equal to 11a—4a, and then subtracting the —4a leaves 11a. Hence to subtract —4a, add + 4a.

To make this still more plain, let us employ an illustration. Suppose the positive quantity represent property, and the negative quantity debt. Required to subtract a debt of $4 from a property of $7. Now if this means $7 of cash in hand, you can't subtract a debt from it, because a debt is not included in it. In order to subtract the debt, it must be included in the thing from which you are subtracting; the $7 must represent the excess of the man's property over his debt. If he has a net property of $7, and and a debt of 4, he must have an aggregate of $11, of which $4 is held to offset the debt. Let him gain enough to pay off the debt, and that $4 is freed, making his net capital $11. So that the moment you speak of subtracting a debt, you imply that the debt exists, and hence that the minuend is net capital or excess of property over debts. So of any negative quantity. You cannot subtract it unless it is supposed to exist. It does not exist visibly. Hence it exists invisibly, neutralized by an

equal positive quantity. You remove the negative, and the neutralizing positive is freed and added to the minuend.

We must also consider the opposite case. Subtracting a positive from a negative is liberating a neutralizing negative and adding it to the negative, and in no other sense is such a subtraction possible. If a person has no money but owes $20, his condition is represented by —20. It cannot become any worse, by loss, because he has nothing to lose. If, however, he has money but owes $20 more than he possesses, his condition is still represented by— 20, and whatever he loses will increase his debt, because it destroys the property that before offset part of the debt. By this consideration of property and debt, we see that subtracting property is adding debt, and subtracting debt is adding property. Hence + representing property, and — debt, either kind of quantity is subtracted by changing its sign and adding.

Dropping the illustration, this may be made more general as follows: Plus terms represent positive value, and tend to increase the quantity to which they belong; they will therefore decrease the quantity from which they are taken, and, *when considered a part of the difference*, become negative. Minus terms are subtractive in character, and decrease the quantity to which they belong. Now anything which decreases the subtrahend, will increase the difference. Hence, *when considered a part of the difference*, they are positive terms.

The essential thing then in alebraic subtraction is to change the signs. This being done, the subtraction is performed; all that remains is the addition or reduction of the terms. In this way, we may explain all subtraction, whether the signs are alike or unlike, and whether the minuend or the subtrahend is the greater.

Next consider *Multiplication*. And first, multiplying by a positive quantity is taking the multiplicand as many times as there are units in the multiplier, and does not change its sign. For example, $7a \times 3$ means 7a taken three times, and equals 21a; so $-7a \times 3$ means —7a taken three times and equals —21a. Strictly speaking, this is the only kind of multiplication possible. You cannot take a quantity a minus number of times. What then does $7a \times -3$ mean? It means that 7a is first to be multiplied by 3 and then subtracted, that 7a is not to be *taken* 3 times, but to be *taken away* 3 times. Now it is evident that to take away 7a from any quantity, will be to decrease it by 7a or to affix — 7a to it. To take it away 3 times will be to af-

fix — 21a. Hence $7a \times -3 = -21a$. To take away —7a, is to take away a term which cancels a positive term. Taking it away, therefore, frees or adds an equivalent positive term, + 7a. To take it away 3 times adds +21a. Hence $-7a \times -3 = +21a$.

Multiplication then can only be performed by a positive quantity, and that not considered concretely, as distinguished from a negative, but considered abstractly, and indicating a certain number of times. A negative sign affixed to the multiplier indicates subtraction after the multiplication, or that the quantity in hand is to be taken away a certain number of times.

Lastly we will look at *Division*. This might be settled by reversing the principles established in multiplication, considering the product as the dividend, one of the factors as the divisor and the other as the quotient. But fresh light will be thrown on the subject by its separate consideration.

There are two cases. First, when the signs of the dividend and divisor are alike, the quotient is positive; because it simply tells how often the divisor must be repeated to make the dividend, the repetition of a quantity always giving a like quantity. On the other hand, when the signs of dividend and divisor are unlike, the quotient is negative, and indicates how often the divisor must be taken away to produce the dividend.

For example, we say that $36a^2$ divided by $-9a = -4a$. What does this mean? Not that — 9a is contained in 36a, — 4a times; that is nonsensical. No operation can be performed —4a times. The minus indicates subtraction, and the result shows that—9a will become $+36a^2$ by being subtracted 4a times, and in no other way. We say, therefore, that the minus in the quotient is altogether a different thing from the minus in the divisor. The latter designates a kind of quantity, the former an operation; and this is always the case. A minus quotient is never to be interpreted as a negative quantity, but simply as showing that the dividend does not come from taking the divisor a certain number of times, but from taking it away. Arithmetic, wishing to ascertain how often one number is contained in another, requires dividend and divisor to be of like kind, and the quotient always an abstract number. Algebra does not contradict this principle, but shows in addition that a positive quantity may be obtained from a negative, or a negative from a positive, by subtraction, and indicates both the fact and the number of these subtractions by a negative quotient.

A negative term, considered as a quantity, is concrete, and can never be the result of a division. A negative quotient is to be taken. apart. The sign shows that the divisor did not produce the dividend by the repetition [of itself, but by its repeated subtraction; and the balance of the term shows how often that subtraction was performed.

Carroll College. W. L. RANKIN.

SELECTED.

SECOND-HAND AIR.

[These remarks on ventilation, from the New York *Tribune*, are appropriate to the season, and should be read and heeded especially by teachers. There may be a greater curse to the school-room than the combination of poisons termed "second-hand air," but our experience leads us to assign it a high rank among the evils that do most afflict that nursery of intelligence.—EDS.]

There are some things that are almost as good at second hand as when bought new. Furniture, for instance, that has been carefully kept, is more prized by many people than that which is fresh from the shop. Diamonds do not lose their luster or their value by being handed down through generations of fair women. Fine laces are treasured as among the most precious of heir-looms. Even food served up the second time may be quite as savory and nutritious as when first brought on the table, and a nice garment made over new is not despised; but second-hand air—is it to be for a moment tolerated? What is second-hand air? It is air that has passed through one, two, or more pairs of lungs, to which it has largely given up its most precious element, and from which it has received a load of effete animal matter in the shape of carbonic acid gas. It has also received the exhalations of the body and has become to a greater or less extent loaded with excrementitious matter, and more fitted to fertilize barren land than to sustain life.

During the summer, when our windows and doors are wide open, it is easy in a healthful neighborhood to obtain continual supplies of fresh air; but so soon as November skies are above us, we begin to close doors and windows, and tighten their joints with weather strips to exclude the least entrance of the outer air. Then we set up cast-iron stoves and keep our rooms at a high temperature, as though

a sufficient degree of heat was the chief thing to be secured. Very soon the debilitating effect of this regime is felt in the diminished circulation of the blood in the hands and feet and its concentration in the head. Great susceptibility to taking cold is the next step and toward mid-winter and spring the system is just ready for typhoid pneumonia, which carries of its victims by scores and hundreds.

If our dwelling-houses are badly ventilated, our schools and churches are immeasurably worse. Into a room that can comfortably seat 40 scholars, twice that number, and more, are often crowded. Many of these are imperfectly fed, clothed, and cleansed by daily or weekly ablutions, and the added impurity of air caused by this state of things is greatly multiplied. At recess and the close of school, windows and doors are tightly closed, and the bad air shut in to be breathed again each successive day. The teacher accustomed to this atmosphere does not perceive how unwholesome it is, and the only remedy is in the hands of the parents who, as they care for their children's welfare, should visit the school and see to it that this evil is corrected. Rarely does one see a church in winter with open windows during either Monday or Saturday. On both these days, unless a storm is raging, the air should have free access to the interior, on Monday to remove the unwholesome exhalations it has received, so that they be not absorbed by the cushions and the plastering, on Saturday, that the still dead air be re-oxygenated and made fit for the soul to mount up to heaven on. How can one mount to the upper air, much less to heaven, on carbonic acid gas? Most of the teaching and preaching of Jesus Christ was in the open air, by the seaside, on the mountain top. Even He, except by the performance of a miracle, could not have held his hearers as he did had they been shut within the close walls of a synagogue. Forty miles above us extends this great aerial ocean, full of life and health to as many as know how to use it, but to those who are ignorant and unwilling to learn a "minister of death unto death."

There is a diminution of density in the strata of the earth's crust which lie under continents and mountains, and an increase of density in the strata under the bed of the ocean; and elevations above the mean sea-level are accompanied by an attenuation of the matter of the crust and depressions by a consolidation.

YE PEDAGOGUE.

A CONTEMPLATIVE BALLAD.

[We believe there are few things more thoroughly and quaintly amusing in all pedagogical literature than the following ballad by the poet Saxe. It has been often reprinted, but never in the JOURNAL, and we believe it will prove acceptable alike to those who have, and those who have not elsewhere laughed over it.—EDS.]

Righte learned is ye Pedagogue,
  Fulle apt to reade and spelle;
And eke to teache ye parts of speeche,
  And strap ye urchins welle.

For as 'tis meete to soake ye feete,
  Ye ailinge heade to mende;
Ye younker's pate to stimulate,
  He beats ye other ende!

Righte lordlie is ye Pedagogue
  As any turban'd Turke;
For welle to rule ye District Schoole,
  It is no idle worke.

For oft Rebellion lurketh there
  In breaste of secrete foes,
Of malice fulle, in waite to pulle
  Ye Pedagogue his nose!

Sometimes he heares, with trembling feares,
  Of ye ungodlie rogue
On mischief bent, with felle intent
  To licke ye Pedagogue!

And if ye Pedagogue be smalle,
  When to ye battell led,
In such a plighte, God send him mighte,
  To break ye rogue his head!

Daye after daye, for little paye,
  He teacheth what he can,
And bears ye yoke, to please ye folke.
  And ye Committee-man.

Ah! many cresses hath he borne,
  And many trials found,
Ye while he trudged ye district through,
  And boarded rounde and rounde!

Ah! many a steake hath he devoure,
  That, by ye taste and sighte,
Was in disdain, 't was very plaine,
  Of Day his patent righte!

Fulle solemn is ye Pedagogue,
  Amonge ye noisy churls;
Yet other while he hath a smile
  To give ye handsome girls!

And one—ye fayrest maide of all—
  To cheere his wayninge life,
Shall be, when Springe ye flowers shall bring
  Ye Pedagogue his wife!

TRUE EDUCATION.

True education does not lead men to work less, but to work to better advantage. It teaches one to use the whole of himself, to turn all his powers into so many producing forces. Labor is valuable in proportion to the amount of brains it represents. Skilled workmen in any department of business are always in demand. Educated brain will draw patronage where natural ability will starve. The skilled hand, the trained eye, are ever in demand.

Every trade or profession is crowded with unskilled, unemployed members, but disciplined talent can always find employment. Other things being equal, one's success depends upon the amount of brains he throws into his business. Every successful enterprise has a thinking, planning mind behind it, that is utilizing available forces. A few master minds lead the multitude.

Thought, well-directed thought, has brought the forces of nature—heat, water, steam, electricity and gravitation, under the command of man. Education increases the wealth-producing power, it leads to a wise economy of means, it renders labor intelligent, pleasant. In trade it is capital that cannot be lost; in active life it measures one's power for good.

Education pays from every stand-point. No one is so rich that he can afford to do without it. No one so poor that he need despair of getting it.—*Campus.*

OFFICIAL DEPARTMENT.

OPINIONS.

Substantially the same questions are sometimes asked and answered more than once under this department. That similar questions are repeatedly asked, implies that a new set of readers will see the answers, and hence occasional repetition is allowable. The ingenuity of our correspondents however in raising new questions appears to be inexhaustible. J. B. P.

MISCELLANEOUS.

Q. If a district which is broken up and attached to other districts has $200 on hand, raised to build with, is it to be returned to the tax payers?

A. No, it is to go, in just proportion, to the districts to which the extinguished district is attached.

Q. We have occupied our site more than 25 years, but have no title to it. What can be done?

A. Obtain a title, if you can; if not, call on the town board to establish the site. (Secs. 78, 79, etc.)

Q. Can a district vote a tax to pay an ex-clerk for past services?

A. It has no power to do this. Such a vote or payment is illegal.

Q. If a school is still kept in a condemned school-house, what is to be done?

A. On proper evidence of the fact, the State Superintendent would withhold school money from the district, in the annual apportionment.

POWERS OF THE BOARD.

Q. Is a rule adopted by the board that pupils of proper age, etc., shall read compositions and speak pieces, although parents object, legal, under the decision of the Supreme Court?

A. The decision affirms the power of the board to make rules. To require pupils to write compositions is merely an exercise in grammar, and the Supreme Court of Vermont sustained a teacher in requiring it, on that ground. To speak pieces is but a modification of reading. Both exercises, in a proper degree, are quite justifiable, as a part of the intellectual discipline of the school. I think such a rule is legal.

Q. If a list of text books is adopted, is the act of adoption operative after three years?

A. Yes, and until the board sees fit to make some change.

Q. Can a district or board loan out money raised to build with?

A. No, neither has any power to do so.

Q. Can a board buy new seats without a previous vote of the district?

A. The board can make needful repairs and provide needful appendages for the school-house. (Section 49.) This would empower them to put in new seats, when needed. Prudence would dictate however, that any considerable expenditure of this nature should be preceded by a special meeting of the district.

DISTRICT OFFICERS—ELECTION—BOND—COMPENSATION—RECORDS.

Q. If all the officers in a district are elected annually, can they be considered legal officers?

A. The district can simply elect; the law fixes the length of the term, and the district cannot shorten it. Annual elections of an entire board would soon leave the district without a legal organization. This being discovered, the town board should be asked to call a meeting to re-organize.

Q. If on an informal ballot A is found to have a majority of votes as director, and is then elected by acclamation, is the election legal?

A. If there has been a fair expression of the will of the majority, the election is legal, whatever the method.

Q. If a treasurer elect accepts by receiving books and papers, need he file a bond if not demanded?

A. He cannot become treasurer unless he files an approved bond within ten days. The books and papers should not be given to him unless he does this.

Q. Can a man's wife sign a bond for her husband, if elected treasurer, he being out of the State?

A. This would not answer the requirement of the law.

Q. Is not the clerk entitled to partial payment before the end of the year? If an order is drawn to that effect and presented to the treasurer, must he not pay it?

A. His compensation is to come from a tax voted for that purpose, and until this is collected, no payment can be expected.

Q. If the clerk refuses access to the records, even to the board, can he be compelled to produce them?

A. Not unless some legal proceeding involves the necessity of their production. At a district meeting he may be called upon to read the minutes of the last one. By courtesy, the records should be open to reasonable inspection at all times.

TAXES.

Q. Our district-tax was returned too late, through the ignorance of the clerk, and the town clerk did not accept the return. What can be done?

A. Rescind it, and vote a tax, at a special meeting, under section 64, and collect it in the district.

Q. If an insufficient school tax is levied on a town by the county board, is there any remedy?

A. Yes, the deficiency may be transferred by the town board from the general fund to the school fund of the town, and the fact certified by the town clerk to the State Superintendent; but the deficiency must be put into the next year's levy on the town. (Chap. 373, laws of 1876.)

POWERS OF TEACHER.

Q. Can a teacher lock the door against tardy pupils, say at 10 o'clock?

A. Such a course is of doubtful propriety. The school-house is a public place. The tardiness may not be the fault of the child. It might be a serious discomfort to the child to be turned back home. He would lose the rest of the day or half-day. Let the school be made attractive. See the parents. Call in the board and have such rules adopted as seem reasonable. Such as are allowable in a city or village, may be unsuitable however, in a country district.

Q. May a teacher call pupils to account for intruding on neighboring premises?

A. This is proper. Lawlessness outside the school-house is to be repressed as well as inside.

Q. Can a teacher detain a pupil after school for misbehavior, or otherwise?

A. This is not improper, due regard being had to age of pupil, distance from home, need of his services at home, etc.

INCOMPETENT TEACHER.

Q. If a board hires and retains a teacher wholly incompetent, and the county superintendent refuses to take away her certificate, is there any redress—does an appeal lie to the State Superintendent?

A. No appeal lies. So long as the teacher holds a certificate she is legally qualified. If really incompetent to teach, the only alternative is to keep the children at home. Perhaps she'll then resign. But try to get in a more enlightened board and a more faithful superintendent at the next election. A superintendent is subject to removal for willful neglect of duty.

RIGHT TO ATTEND SCHOOL.

Q. Can a property holder and considerable tax-payer in this city send his children here free of tuition, while he resides outside the city?

Paying taxes does not confer a right to do so. It is governed by residence. There would be equity in making the fee for attendance moderate, in such a case as you mention.

Q. Two boys whose mother is dead, and whose father sleeps where night overtakes him, are attending school here, and staying with their uncle. Should tuition be charged?

A. I should think not. They appear to have no home or residence elsewhere.

GERMAN SCHOOL.

Q. May such a school be taught one or two days in the week, where all the people are Germans?

A. There is no legal obstacle in the way, but it must be taught as a private school; money raised by tax, or received from the State must not be used for the purpose; and there must not be less than five months English school in every district—i. e., 100 days.

Q. Can a German school be taught every other day, a majority of the people being of that nationality?

A. This would not do, because it would very seriously injure the school privileges of the English speaking children. The proper way would be for the people who want a German school to have it after the English school term is out. No school but an English school can be a legal public school.

EDUCATIONAL MEETINGS.

Executive Session of the Wisconsin Teachers' Association.

The Wisconsin Teachers' Association convened in Executive Session in Madison, December 27, 1876, at 9 o'clock, a. m. President M. T. Park in the chair.

Prayer by Rev. J. B. Pradt.

The secretary being absent, Mr. E. H. Sprague was chosen *pro tem.*

The chairman of the committee on Normal Schools, Mr. McAlister, presented the report of the committee, as follows:

The committee to which was referred that part of the President's Address relating to Normal Schools, beg respectfully to submit the following report:

As the whole question of Normal School education is to be fully discussed by the association at this session, and gentlemen have been appointed to present the arguments on both sides, the committee do not feel called upon to go into any detail on the subject.

The committee would simply recommend that the fullest opportunity be allowed for the discussion, as the best means of arriving at definite conclusions on the subject, and introducing such changes in the organization and administration of the schools as may be deemed necessary or desirable.

Respectfully submitted,

JAMES MACALISTER,
A. J. HUTTON,
M. KIRWAN, } *Committee.*

The report was received, and in view of the absence of several persons who were to have taken part in its discussion, the report on "Geological Survey" was then read by Geo. R. Kleeberger, chairman of the committee.

Discussion of the report was opened by Mr. Chandler, and continued briefly by other members of the Association.

On motion, the report was received.

On motion of Mr. Chandler, the subject was recommitted to the same committee, with instructions to memorialize the legislature to make provision for a proper completion of the survey.

It was voted to adopt the suggestion of the committee, regarding a mutual interchange of specimens by the schools of the State.

The Association then took a recess of five minutes.

After recess, the President called up the order of business that was passed in the morning—Discussion] of the report on "Normal Schools." The discussion was opened by Mr. B. M. Reynolds and continued by Messrs. Phelps, Searing, Bascom, Pradt, Chandler, Miss Stewart, and Mr. MacAlister. On motion of Supt. Searing, the whole subject was referred to the same committee, with instructions to report, at sometime before the final adjournment of the session, a series of resolutions, embodying what seemed to the sense of those present, as evinced by the discussion.

After recess, the report of the committee on Teachers' Examinations was presented by Mr. A. F. North, chairman.

Questions were asked by Messrs. Emery, MacAlister, Chandler, Albee, and Salisbury, and on the motion of Mr. Albee to adopt the report, quite a discussion was called out, and it was finally voted to lay the report on the table until the evening session.

President Buscom extended an invitation to all members of the Association to visit Science Hall, at 3 o'clock, p. m.

Adjourned.

EVENING SESSION.

Voted that the report of the committee on Teachers' Examinations be taken up and again read. Owing to the absence of the secretary *pro tem*, in whose possession the report was, it was voted to proceed to the consideration of the next subject on the programme—"Is the Teacher's Profession Overstocked?" Mr. Salisbury presented a paper on this subject.

Voted that the report on "Teachers' Examinations" be laid on the table until the next session.

The Association then listened to the reading of the report on "State Educational System," by Supt. Searing. The subject was discussed by the following gentlemen:

Mr. Johnson wished to know why county superintendents should not be appointed for more than three years.

Mr. Walker thought that if the report could be adopted and its provisions put in force, they might prove beneficial, but considered that it would not be feasible so long as the appointing power was vested in a body of men who are elected by political parties.

Mr. Wood cited the case of New York where county superintendents are appointed, and thought there was no danger to be apprehended from this source.

Mr. Shaw was in favor of some such system as the one proposed. Said that the danger to the common schools was a want of uniformity in the educational interests of the State. Those States having a unification of interests in educational matters have a great advantage over us. The trouble with many of our country schools is that the people are satisfied with them. They need inspiration.

Mr. Pradt thought that the time for a State Board of Education, as suggested in the report, had not yet arrived. Advocated, in the appointment of county superintendents, a medium between election and appointment by a State board, namely, by the college of Township Boards. The Township Board suggested by the report, should consist of more than three members. Did not favor too radical changes.

Mr. Phelps approved the report. Said it was a step in the right direction The main features of the plan suggested were in force in New Jersey. Gave something of the history of the movement in that state. No state has made such progress in the same time as has New Jersey under a State Board. Massachusetts, Connecticut and some other states are working under a similar organization. No danger of a system thus carried on, becoming a political machine. Such a result had not occurred in the states adopting it.

Mr. Guernsey corrected a statement of Mr. Pradt, in relation to the Pennsylvania system. The township system in that state was first made optional, afterward obligatory. Was well liked. There are six directors in each township, who elect the County Superintendent. Thought that $2,000,000 raised by state tax would be much more useful than the same amount used according to the present plan.

Mr. MacAlister was in favor of making haste slowly. It would be well to discuss the question until it is thoroughly understood. Great need of the suggested reform. List of defects given in the report, might be much enlarged. No part of our governmental organization is so mismanaged as our schools. This is due to the defects mentioned in the report. Thought that the proposed system would not become a "political machine." Was in favor of civil service reform in all departments of government. The schools should take the first step in separating politics from civil service. Referred to the perfection of the Canadian school system. We must approach the question of taxation cautiously. People are not educated in this point. People do not all understand that government is only the means of doing that for them which they cannot so well do for themselves.

Mr. Walker thought his point well taken. That the discussion in the United States Senate, of the proposition to make the Supreme Court a grand returning board, indicated a danger in the direction indicated in his first remarks.

Mr Junor, expressed himself as in favor of the report.

President Bascom offered the following resolution:

Resolved, That we, the Wisconsin Teachers' Association, do hereby express to the legislature of Wisconsin our desire that a uniform state tax, for the support of the public schools, be imposed, aggregating annually, with the income of the school fund, not less than one half the cost of the schools, one half of the proceeds of such tax to be distributed in proportion to the aggregate attendance upon the schools in any locality.

Adopted.

Mr. Chandler had seen nothing to make him believe that such a system would degenerate into a political machine. The district board was not a political machine. No denial of the evils enumerated. Has the proposed system in itself, a promise of remedy for these evils? The fact of the experiment having been successfully made in one state was better than mere argument. People not entirely satisfied with their schools. Reason for cutting down the expenses of schools in many cases, is the small value of the schools. Thought that nine-tenths of the evils attending our common schools could be done away with by the adoption of the township system.

Mr. Delaney was opposed to any system of appointive power. Thought the power to create a state board might be as safely entrusted with the people, as with the Governor.

Mr. Rockwood spoke in favor of the adoption of the proposed plan.

Mr. Salisbury proposed and moved the adoption of the following resolution:

Resolved, That the report now before us from the committee on a state sys-

tem of education be hereby adopted as expressing, in its general plan, the sense of this association.

The resolutionwas adopted.

Association adjourned to 9 o'clock, Thursday morning.

THURSDAY, Dec. 28.—MORNING SESSION.

Rev. J. B. Pradt opened the session with prayer.

Mr. MacAlister, chairman of the committee on Normal Schools, asked to be relieved from making any further report. Committee was discharged without further consideration of the subject.

Mr. Graham then presented the following resolutions which were adopted:

WHEREAS, An unforseen combination of circumstances prevented the committee on resolutions from making a report at close of session in July, therefore the committee respectfully ask the privilege of presenting the following report at this session, and move its adoption.

Resolved, That we hereby express our appreciation of the courtesy extended to us, by the Press of the State, in giving notice of this meeting, and to the city dailies of Milwaukee for special reports; to the Hotels and the various lines of Railroads and Steamboats, which have given us reduced rates of entertainment and fare.

Resolved, That our hearts *feel*, more than words can express, our obligations to the able corps of Milwaukee Teachers, who arranged so admirably, and carried out so perfectly and munificently their plans for our comfort, pleasure and profit; to Prof. Geo. Brosius and his class, for the exhibition of School Gymnastics; to Prof. Priem and the children for their admirable concert; to the officers and band of the National Soldiers' Home for their hospitable entertainment; to the Hon. Alexander Mitchell, who so kindly invited the Association to his beautiful residence and grounds, and especially to Hon. Joshua Stark, President of Milwaukee School Board, and Supt. MacAlister, the prime movers and managers of this most successful Centennial Convention.

Resolved, That we, particularly, this Centennial year, make mention of our appreciation of "Educational Reminiscences," of Wisconsin, by Hon. J. L. Pickard of Chicago, whom we have long delighted to honor as one of the pioneers of this State.

Resolved, That we hereby extend our thanks to Hon. J. B. Angell, LL.D., President of the Michigan University, and Rev. G. E. Gordon of Milwaukee, for their highly instructive lectures.

Respectfully submitted,

ROBERT GRAHAM,
W. D. PARKER,
M. KIRWIN, } *Committee.*

The report of the committee on the "Function of the High School," was read by Albert Hardy, chairman, and the report was accepted.

N. C. Twining presented the report of the committee on "Course of Study for Mixed and Graded Schools."

Mr. Shaw followed with a paper upon the "Relation of the University to the High School."

The report of the committee on "Course of study for Mixed and Graded Schools," together with further consideration of the whole subject, was referred to a committee composed of Messrs. Robert Graham, Samuel Shaw, and W. B. Minaghan, to report at the next annual session of the association.

After a recess of five minutes, Supt. Searing, made some remarks concerning the possible discontinuance of the WISCONSIN JOURNAL OF EDUCA-

TION, and on his motion, a committee of five was appointed to take into consideration the subject of Educational Journals, to report at the evening meeting.

Fifteen minutes were then devoted to the discussion of certain questions growing out of the report of the committee on "Course of Study for Mixed and Graded Schools," said questions relating to the courses of instruction in the University.

Dr. Bascom thought it would be wise to continue for some time the preparatory course of the University, having in view its entire removal at some subsequent time. When removed, it should not be removed piece-meal, but altogether at once. Thought it best to have Greek taught in all the High schools of the state, in cities of 8,000 inhabitants. It will pay to have Greek taught to two or three students, if no larger classes can be organized. When Greek is so taught in these High schools, the preparatory department of the University can be done away with.

Mr. Chandler thought that there might be a substitution of other studies for Greek in the High schools.

Mr. Wood stated that in Oshkosh the school board refused to allow classes to be organized unless there were five persons desirous of entering such classes. This action throws Greek out of their High school.

Prof. Emerson said that in Beloit they meet the difficulty by having a philosophical course in which Greek is commenced in the Freshman year.

Owing to the absence of the chairman of the committee on "Classification and Grading," no report was offered, the chairman having the report in his possession.

Pres. Albee, chairman of the committee on "Oral and Text Book Instruction, and Rhetorical Exercises," stated that the subject had been divided, he taking the subject of "Oral and Text Book Instruction," and W. H. Beach the subject of "Rhetorical Exercises."

The Association then listened to the report of Pres. Albee. The report was accepted and additional time granted the committee to further consider the subject.

W. H. Beach then presented a suggestive paper on Rhetorical Exercises.

The President announced the committee on "Educational Journals" as Messrs. Wood, Albee, Reynolds, Lunn, and Chandler.

Report of committee on "Higher Education and the University" was called for. In the absence of the chairman of the committee, President Whitford, Mr. North stated that it had been decided to present two reports, the one embodying his views on the subject, and the other, the views of Pres. Whitford.

Pres. Whitford was not able to be present, and his report was not at hand. The other report was then presented by Mr. North. He approved of the voluntary system of support of higher education for the following reasons: 1st. Because the work is not a proper function of the State. 2d. Because the State is incompetent to do this work. 3d. Because a State system is unjust and injurious. 4th. Because pecuniary aid by taxation is unneces-

sary. 5th. Because the voluntary principle is the more economical, and more likely to secure permanent, zealous, self-sacrificing laborers. 6th. Because State establishments for the higher education, like State religion, breed in the faculty and students contempt for those of equal rank in learning but less distinguished by material resources, hinder private effort, stifle enthusiasm and have a tendency to produce formalism and pedantry, instead of devotion and intellectual life.

Mr. North moved a resolution in favor of the paper read which was lost by the adjournment of the Association.

Evening Session.

Mr. O. R. Smith, in accordance with his time-honored custom, introduced the following resolutions:

Resolved, That the State Teachers' Association of Wisconsin hereby re-affirms its belief in the pressing necessity of a school for the special training of the feeble-minded children of the State.

Resolved, That we most respectfully request the legislature of the State to thoroughly investigate the whole subject and take such action as will at an early date provide such a school.

After some sharp sparring it was moved and carried to postpone further consideration of the subject until next July.

Mr. Phelps offered the following resolution which was adopted.

Resolved, That the President of this Association be and he hereby is requested to extend a cordial invitation to the officers and members of the Michigan Teachers' Association to meet with the Wisconsin Association at its meeting at Green Bay, on the 17th, 18th, and 19th of July next.

The committee to whom was referred the subject of "Educational Journals," reported, recommending the continuance and efficient support of the Wisconsin Journal of Education. Report adopted.

Mr. Emery, in behalf of the committee on "Early Withdrawal of Pupils from School," presented their report, which was then discussed.

O. R. Smith discouraged making an attempt at legislation to compel attendance, further than it might be effected by a good truant law. Laws would not make parents sensible. Many of the parents do not understand their relations to the public schools. Think they can keep their children out of school at any time without affecting the children or the school. No way to stop it but to keep the children out entirely. Poor schools, bad grading, and ambition of parents, to have their children enter upon some business, fruitful causes of early withdrawal of pupils from public schools.

Mr. Wood stated that in Oshkosh they lessened the evil by having semi-annual examinations for promotions, thus enabling them to classify pupils more frequently and justly, than is the case where promotions are made yearly.

Mr. Salisbury said that in Whitewater a special class was organized for those who could not readily enter any of the established grades. The evil was greater in the country schools than in the village and city schools, due largely to the

imperfect way in which work is done in the country schools, constantly repeating and never advancing.

Mr. Albee thought that teachers were remiss in their efforts to keep children in school. They should impress their pupils and the parents with the proper idea of the true purpose of an education. Suggested that diplomas should be awarded in the common schools at the close of the prescribed course, as certificates of fitness for citizenship.

Mr. Chandler thought that a prescribed course of study, with a diploma granted as evidence of having finished it, would be an incentive to continned attendance.

Mr. North suggested that the qualifications prescribed for entrance to the township high schools offered an opportunity for the application of the plan proposed.

Mr. Rockwood asked if those teachers who succeed best are those who grade their work so as to give their pupils something new, and not oblige them to go over the work already done.

Mr. Chandler said in answer to Mr. Rockwood, that two classes of teachers succeeded. Those who take up fresh work, and those who infuse new life into the work already imperfectly done.

Mr. Lunn said that too much of the teaching was done as if the sole end in view was to make teachers.

Mr. Pradt said that there was a great need for teachers possessed of versatility and originality, who do not necessarily do their work according to some prescribed way.

Mr. Phelps stated that two things were essential. First, a good course of study, and second, the work of that course well carried out. The *how* was much more important than the *what*. Some limit should be set upon the amount of work attempted in the country schools.

Voted to re-refer the subject to a committee composed of Messrs. Albee, Phelps, and Chandler.

Committee on "Scientific Institute" through Mr. Shaw, Mr. MacAlister being absent, presented a report which was adopted and the committee continued to carry out the recommendations of the report.

No further business being before the Association, President Park was instructed to convey, as the unanimous sense of the members present, their cordial thanks to the publishers of the *State Journal*, the *Patriot*, and the *Democrat* for their excellent reports of the proceedings; to the Railroad Companies, Hotels of Madison, and the State officers, for courtesies extended.

The Association then adjourned *sine die*.

M. T. PARK, *President*.

L. D. HARVEY, *Secretary*.

CONVENTION OF SCHOOL SUPERINTENDENTS.

The annual convention of County and City Superintendents was opened in Senate Chamber, at Madison, December 27, 1876, at 2:30 P. M.

State Supt. Searing took the chair, and Supt. Fred. W. Isham, was chosen secretary.

Roll call showed the following named superintendents to be in attendance:

County Superintendents.

W. B. Minaghan, Calumet.
Kennedy Scott, Columbia.
A. R. Ames, Dane, 1st. dist.
M. S. Frawley, Dane, 2d dist.
J. T. Flavin, Dodge, 1st dist.
A. K. Delaney, Dodge, 2d dist.
W. L. O'Connor, Fond du Lac.
G. M. Guernsey, Grant.
T. C. Richmond, Green.
A. Watkins, Iowa.
D. H. Flett, Kenosha.
S. M. Leete, La Crosse.
W. A. Walker, Manitowoc.
Maggie Comstock, Oconto.
J. W. West, Rock, 1st dist.
J. B. Tracy, Rock, 2d dist.
J. T. Lunn, Sauk.
F. W. Isham, Walworth.
John Howitt, Waukesha.
W. T. Williams, Waushara.
C. J. Collier, Jefferson.

City Superintendents.

J. MacAlister, Milwaukee.
R. W. Burton, Janesville.
Sam'l. Shaw, Madison.
Geo. Skewes, Racine.

The first topic brought forward for consideration, was that of "Needed Reforms in County Supervision."

State Supt. Searing was anxious to get the opinion of a considerable number of the superintendents upon several points connected with the subject,—particularly in regard to the time of election, and uniformity of teachers' examinations.

Nearly every superintendent presented his views on the subject, the preponderance of opinion being in favor of changing the time of election to the spring, and the beginning of the term to September. It was believed by a majority that the official term would thereby correspond more fully with other educational work; giving the incoming superintendent the management of the fall examinations, and supervision over two full winter terms, instead of one whole term and two fractional terms. While many believed that the change would not take the office out of politics to any great extent, it was strongly argued that better men would seek the office, as the risk of losing other opportunities for school-work by becoming a candidate for county superintendent, would not be as great, in the spring, as it would be in the fall. Individual opinions have not been recorded in this portion of the minutes from the fact that they coincided largely one with another, and the range of thought was not very extensive.

Adjourned to Thursday, Dec. 28th, 2:30 P. M.

THURSDAY AFTERNOON.

After some discussion in regard to the great need of more uniformity in the work, in courses of study, &c., the subject of "More Accurate Statistical Reports from School Officers," was taken up.

Supt. Searing. The blanks sent to district clerks and county superintendents should be simpler, clearer and better printed. Teachers should be provided with uniform blanks by the state department, on which to report to the county superintendent, many items now reported by the district clerks. Many items now reported are unnecessary. It is my intention to issue a new set of blanks upon a new plan; also to furnish county superintendents with blank record books, duplicates of which may be forwarded to the state superintendent.

Supt. Shaw. There is a lamentable deficiency in the accuracy of the present statistical reports. They should be simplified. Many items which are of no importance, not worth the trouble to get and publish from the state superintendent's office, cumber the report. Very often clerks compile the report, after the teacher has left, and are obliged to make some omissions, &c.

Supt. Walker. The report in regard to text-books used is not reliable. The same may be said in regard to such matters as ventilation, and valuation of school property.

Supt. Delaney, was thoroughly convinced that the most unsatisfactory and unreliable features of the report is the financial statement.

Supt. Flett. Superintendents are obliged to stretch their consciences or leave the report incomplete. Many items should be collected during the year by the superintendent himself. He has organized a County District Officer's Association, to discuss subjects connected with school-law, school-records, wages, text-books, &c.

Supt. Scott. The teacher should be required by law to finish her register, and leave the record in a shape that will be intelligible to the district clerk.

Supt. Chandler made some remarks, explaining the excellent system of reports in use in the Sun Prairie school district.

Supt. Williams moved that the subject be referred to a committee of three, consisting of the State Superintendent, one City Superintendent, and one County Superintendent. The motion was carried, and Supts. Shaw and Minaghan were appointed to act with the State Superintendent upon said committee.

The report of the committee upon "More Effective and Permanent Supervision," was presented by Supt. Watkins, and was as follows:

Your committee having had the subject referred to them under consideration, would respectfully report, that while fully conscious of the need of better results of supervision, the difficulties in the way of its accomplishment, without many radical changes in the present system, are very numerous and very great. Some of the deficiencies complained of are undoubtedly attributable to inefficient administration; but more are justly attributable to the large amount and varied character of the duties imposed upon the County Superintendent, to be discharged in accordance with arbitrary provisions of law. No discretion is allowed to superintendents, in qualifying teachers, to discriminate in favor of experienced and successful teachers; and no authority is vested in them to prescribe courses of study, or methods of development. No power to enforce attendance upon institutes or associations is possessed.

In regard to the matter of changing the time of election to the Spring and

the time of commencing the term of office to September 1st, your committee are of the opinion that while it is apparent that some advantages would result, they are not sufficient to warrant an effort to secure the change by legislation; especially in view of the fact, that the sentiment of prominent schoolmen seems to be steadily tending in the direction of making strong efforts to secure a State school tax, and a uniform township system, both of which propositions meet our cordial approval, and in our judgment, would greatly facilitate and simplify the work of county superintendents, and are imperatively demanded in order to secure more intelligent, constant, and efficient co-operation by local authorities.

Your committee are further of the opinion that such change in the law as would provide for the election of county superintendents by the town boards created under a township system, and their recognition as state officers, paid from the state treasury, would also very greatly promote needed reforms in supervision.

W. H. CHANDLER, } *Committee.*
ALBERT WATKINS, }

This report was followed by a minority report, presented by ex-superintendent Chipman, denouncing the township system as it now stands upon the statute books and opposing any change in the election of county superintendents.

Moved and carried that the part of the report which refers to the State School Tax be adopted.

Moved and carried that the portion of the report relating to a Township System, be adopted.

Moved and carried that the subject of "A Course of study for District Schools," be referred to a committee of three. The committee, appointed by the chair, consisted of Superintendents O'Connor, Lunn, and Walker.

Moved and carr ed that an executive committee to act in conjunction with the State Superintendent in all matters pertaining to the convention, be appointed. The committee appointed by the chair, consisted of Superintendents Delaney, Collier, and Tracy.

Convention adjourned, *sine die.*

FRED. W. ISHAM, *Secretary.*

We have been fovored by the Secretary, Mr. E. R. SMITH, Principal at Burlington, with the proceedings of the first session of the Principals' Association, which was organized at the time of the December meeting of the State Association, but have not room for them this month. Mr. O. R. SMITH, Principal at Sparta, was elected the first permanent President, E. B, Wood, of Oshkosh, Vice-President, D. Junor, of Berlin, Secretary, and Samuel Shaw, of Madison, Treasurer.

We are informed that at a meeting of the Executive Committee of the State Association, held December 28, in this city, it was voted to recommend that the next meeting of the Association be held at Green Bay, July 17, 18, and 19.

Some of the reports presented at the late meeting of the Association and omitted this month in the proceedings, for want of room, will be given hereafter.

EDITORIAL.

THE JOURNAL.

In the December issue we alluded to an earnest invitation we had received to transfer the subscription list and good will of the JOURNAL to the publishers of another periodical. We expressed our hesitation, and our desire "to know the sentiments of our subscribers before yielding to the wishes of the owners of a paper to be published beyond our borders."

Soon after the mailing of the December number we had such expressions from representative school men in different parts of the State as substantially dispelled at once all thought of extinguishing our own organ. So far as we could judge from letters and oral expressions, the desire of our teachers was absolutely unanimous for the continuance of their own journal in its full individuality. While freedom from the burden of publication would be in itself most welcome, and the pecuniary conditions of the invited transfer would doubtless have been satisfactory, we nevertheless confess to a feeling of pleasure at the general unwillingness to lose the JOURNAL. It is an endorsement of its continued worth under our control. It is in harmony with our own individual convictions that education in Wisconsin needs a home organ.

Of the expressions received—with which pages could easily be filled—we are constrained to publish a few. A prominent city superintendent writes:

"I have just this moment received the JOURNAL for December, and you cannot imagine how delighted I was to learn that you had decided not to extinguish it. I should regard such a step as a very serious injury to the educational interests of the State. * * We would no longer have a responsible organ to represent our local and peculiar interests; the State Superintendent would lose one of his best means of communication with teachers throughout the State; in fine, I am strongly convinced that we would sacrifice the best agency existing for unifying, strengthening, and improving our educational system by discontinuing the WISCONSIN JOURNAL."

An active and intelligent teacher in Grant county, writes us:

"I for one wish to see the JOURNAL OF EDUCATION continued and well sustained; and I think no teacher or school officer will show undue pride in our State educational matters if he lends to it a hearty support. A suspension of the JOURNAL would be a shame on the teachers of the State. I have succeeded in getting up a club of six subscribers."

A school-officer of long standing in Eau Claire, in renewing his subscription says:

"I am more than pleased with the work. I am proud that our State has at last produced a JOURNAL worthy to represent its educational interests. The sharp criticisms of some of your contributors are well calculated to expose whatever is feeble or erroneous in our system, while its positive workers and advocates, aided by your constant efforts and by the appreciation of an intelligent and discriminating public, must soon place the school system of Wisconsin in the foremost rank."

Perhaps the strongest expressions of opposition to the discontinuance of the JOURNAL have come from the Normal schools; but we have no space for further extracts.

Individual and voluntary expressions previously received were fully confirmed by the action of the State Association, which a short time afterwards adopted the following report of a committee on "Educational Journals."

Your committee, to whom was referred the consideration of the subject of educational journals, respectfully report that while, in their opinion, the establishing of a weekly educational paper for the north-west is most wise, and while they bespeak for it a general circulation among those interested in school work, yet your committee feel that the publication of the WISCONSIN JOURNAL OF EDUCATION should be continued, for the following, among many reasons:

First. It has proved a very valuable medium of communication between the State Department, and teachers and school officers.

Secondly. It gives more complete reports of our state educational meetings, and state legislative action upon school matters, than could be expected from a journal not specially identified with our own state.

Thirdly. It is believed by your committee, that the large majority of our district and graded school teachers, who subscribe for an educational paper at about a dollar a year, would not feel able to pay two dollars and a half, and that if the State Journal were discontinued, these teachers would take no paper of the kind a result to be deprecated.

Fourthly. Most of those who would take a weekly paper, would also desire one devoted to our special state interests, so that no antagonism need to exist between the two.

Your committee therefore unanimously recommend that the publication of the WISCONSIN JOURNAL OF EDUCATION be continued.

Respectfully submitted,

E. B. WOOD,
G. S. ALBEE,
B. M. REYNOLDS,
W. H. CHANDLER,
} *Committee.*

The policy of Wisconsin teachers in this matter is, therefore, clearly settled. Their special organ is to be continued and to be supported by them. They have said this in no uncertain manner. We believe they were wise in saying it.

TO TEACHERS AND OFFICERS.

THE JOURNAL is to be continued, and it is clearly for the common interest that it be made as useful and influential as possible. To make it still more practical and valuable, and to make it reach and benefit a still larger number of persons, we urge upon its friends the necessity of their aid in two directions:

1. Let every one of its present supporters seek to extend its circulation. Never before in its history did it have so many paying and voluntary subscribers. Our books now show over 2000 such, and the list is daily increasing. Compared with most similar journals in other states this is a high success. But it is not one-third the number our list should have. About 11,000 different teachers are employed in the State during a year, and there are nearly 5000 districts and 800 towns. Every teacher, every district clerk, and every town clerk ought to be a subscriber. The 5,800 district and town clerks are

by law allowed to take the JOURNAL at the expense of the district or town. Our subscription list *ought*, therefore, to contain over 15,000 names.

If the JOURNAL is worthy of support at all, its present list, and hence its present influence, ought to be at least doubled. We call upon each one of our present subscribers to get us at least one more. It is a little duty he or she owes to the profession, and to the cause of education in our State. We urge every county and city superintendent to present this matter to his teachers. Several already do it by circulars, and otherwise. The cost of the JOURNAL is so trifling, and the worth of the last volume so manifest, as we believe, that no superintendent need hesitate as to his duty in the premises.

We especially urge county superintendents and teachers to call the attention of district clerks to the value of the JOURNAL, and to the law under which they can obtain it without personal expense. Every issue contains, in its Official Department, a large number of answers to just such perplexing questions as are constantly arising in the local management of school interests. No other school journal in the country gives in this department so much information of immediate, practical use to school officers. It alone is worth annually, on the average, in every district, many times the cost of the subscription.

Besides the Official Department, the JOURNAL gives, in the course of the year, a full account of our educational legislation, reports of the meetings of the State Association, educational news from all portions of our own and from other states and countries, and a large number of valuable original and selected articles, many of them of interest and profit to educational officers, as well as to teachers.

We cite one instance of the practical value of the JOURNAL to school boards during the last year. We have reason to believe that a single editorial article in our August issue, exposing the "Normal Chart" swindle, saved to school districts in the State an aggregate of thousands of dollars.

2. Let teachers, school officers, and others interested in education, who have anything to offer from their experience, observation, or reflection, contribute liberally to the pages of the JOURNAL. We need a larger list of contributors, as well as of subscribers. We appreciate clear and briefly expressed thoughts, or salient bits of educational news, as much as we do money and names. Send such to us—the more the better.

We especially desire to have during the present year some practical articles, from practical teachers, on methods of instructing primary and intermediate classes in the various branches; on school government; on remedies for irregular and non-attendance (not by compulsory laws); on the practicability of a course of study for country district schools; on text-books, what they should be, and how they should be used; on methods of supplying text-books; on the adornment of school-buildings and grounds; on the question whether the State might not advantageously supply the schools with maps and other apparatus at low cost prices, as it now supplies them with Webster's Dictionary; on how moral instruction (heart culture) can be more effectually imparted to children in the public schools, with intellectual instruction (head

culture.) We want from some of the intelligent, thoughtful, progressive teachers of Wisconsin (and there are many such) useful articles on the above topics, and other similar *practical* ones.

We say we want them, and we say that as well through their preparation will great profit come to their writers, as through their publication will the JOURNAL be rendered more attractive and useful. We wish we could pay money for what we here solicit (and if our subscription list were doubled, we *could* pay liberally for every article); but at present the printers and binders take nearly all we get. We can however, guarantee to all contributors the added strength that Nature makes the sequence of effort, and the peace of mind that doing a good deed in a naughty world always brings.

HOW TO WARM AND VENTILATE.

The article on "Second-Hand Air," on a former page, recalls to mind a method for warming and ventilating a small church, which we suggested a few years ago, and which proved entirely successful, so far as the people concerned could be induced to carry it out. The same plan is entirely applicable to a school-house. It is this:

Let the building rest on a good foundation, rising three feet above the surface, and over an excavation which will give altogether a space of at least 6½ feet below the joists. The earth thrown out will form the needful water-shed for the building. In this basement place the heater, a large, heavy box-stove, on a good hearth of brick or stone. Erect around the stove and four feet from it each way, an air-chamber, rising to the joists, and made of thoroughly seasoned boards, planed inside and matched. Except over the air-chamber, two inch stuff is to be nailed across the joists at suitable intervals, for a good reason which will presently appear. The room outside the air-chamber should then be carefully ceiled. The air as fast as warmed in the air-chamber will in this way rise and *circulate beneath the floor*, and is to be admitted to the room above, partly by two registers over the stove, and partly by numerous small apertures through the floor.

So far, nothing new; but here we meet a physical obstacle. It is known to most people that if you wish to fill a large vessel with warm water, when it is already filled with cold water, the latter must first be removed. A stream of warm water entering the vessel would in time displace the cold by spilling over, but the process could be much more rapidly accomplished, and with far less previous expenditure of heat, if the cold water runs out as fast as the warm runs in.

Let us apply this reasoning to the matter before us. You cannot readily fill the room with warm air unless you remove the cold air already in it. How shall this be done? Easily enough. Cut a hole through the floor in each of the four corners of the room, say 12 x 12 inches, or 9 x 16. Insert wooden venti-ducts of the same size, extending to the bottom of the basement and

then turning and entering the air-chamber. It will be better if the venti-ducts enter the air-chamber in trenches, and pass beneath the hearth and discharge into a cavity beneath the stove, 18 x 32 inches, and lined with brick. Every thing about all this arrangement should be tight. The openings of the venti-ducts into the room above must also be furnished with sliding lids, or shutters.

Now then start your fire. The air as it is warmed and rarified will ascend into the room above, and immediately the cold air will begin to descend the venti-ducts and enter the air chamber. In this way the room above will be warmed, that is, filled with warm air, in a very short space of time, and at a small expenditure of fuel, the cold air being taken below, warmed, and brought up again, by the operation of the simple but beautiful laws that govern the motion of fluids.

But here come into view the cautions and directions of the article alluded to. When the children leave at night, the doors and windows should be thrown open that the room may be emptied of its vitiated air, and left filled with pure air. This should never be omitted in any school-house, however it may be warmed. To complete the purification, this should be done again in the morning, while the fire is being built.

And here comes a caution touching the process of warming recommended in this article. After the scholars have assembled, and the room is thoroughly warmed, the slides over the venti-ducts should be shut. It is no longer desirable to take down the air from the room into the air-chamber. It is not sufficiently pure. The air should now be admitted from the atmosphere outside, which may be by a venti-duct discharging like the others into the cavity below the stove. The fire, the ingress of air from the outside, and the admission of warm air into the school-room, during the remainder of the day, are all to be regulated according to circumstances. The registers over the stove may now be kept closed, unless the room becomes too cold.

The advantages of this method of warming a school-room are (if strictly carried out), that the warmth is more equally diffused; the floor is kept warm, also the children's feet; and this being the case, there is very little trouble as to the rest of the person. There is no crowding about the stove; no "going to the fire," no bringing in of fuel—which may be stored in the basement convenient to the stove. The children can warm themselves at the registers, as they come in in the morning, or at other times. Some intelligent oversight of the matter of warming by this method will be required on the part of the teacher, but it is easily understood.

Nothing has been said as yet of the important matter of ventilation, except the preparatory ventilation, at evening and morning. This is reserved for a second article.

Theee hundred and sixteen students are in attendance at the University—32 seniors, 27 juniors, 49 sophomores, 60 freshmen, 73 sub-freshmen, 57 specials and 17 law students. In the college proper, 41 are taking the ancient classical course, 28 the modern classical, 85 the scientific, 9 the civil engineering, 9 the mining and metallurgy, one the mechanical engineering and one the agricultural.—*University Press.*

DEATH OF PROF. COPELAND.

We take a sad pleasure in printing the following resolutions, recently adopted by the faculty of Whitewater Normal School, respecting the death of their former colleague, the brilliant young naturalist whose name heads this paragraph. Herbert E. Copeland was one of the brightest, most enthusiastic, and most successful teachers we ever knew. Had his life and health been spared we have no doubt he would eventually have won a national reputation as an instructor and investigator in the chosen field of physical science which he loved so well. This was the common belief and prophecy of all who knew his attainments, his passion for research, his wonderful and contagious enthusiasm, and the activity and strength of his mental powers. His intellectual honesty was worthy of a true son of science. Socially, he was full of genial, generous, sympathetic and winning traits. He made friends at once wherever he went. He won not merely the respect and admiration of his pupils, but their attachment and devotion. In every possible aspect, to human eyes, such a man should not have died. We join with the faculty in this expression of sorrow for a public and private loss, and of heartfelt sympathy with her and those to whom the loss is greatest:

IN MEMORIAM.

Prof. HERBERT E. COPELAND, M. S.

(Cornell.)

Obiit, xii Dec. MDCCCLXXVI.

WHEREAS, We have heard of the death of our former colleague with the most profound sorrow, and

WHEREAS, We are deeply sensible of the irreparable loss to our profession and the cause of science, whose enthusiastic and efficient servant he was glad to be, and

WHEREAS, We greatly deplore the sudden close of his brief and brilliant career, a career filled with public and private deeds that alternately commended him to our esteem and love, and promised for him abundant usefulness and honor in the future, and

WHEREAS, We are pained beyond any words that he should have been smitten down in his youth, with all his hopes and aspirations blighted by an untoward accident, and

WHEREAS, We recognize and mourn in his death the loss of a true friend, a genial and generous companion, and above all an honest man, therefore

Resolved, That we tender to his stricken parents and relatives our warmest sympathies and the assurance of our keen appreciation of the great woe that desolates their hearts.

Resolved, That we extend to his heart-broken wife what poor consolation may be in such a public testimonial to the character and ability of the one man of all the earth to her, and assure her that our hearts are full of sorrow and commiseration for her as she bewails a loss which no language can fitly express.

Resolved, That a copy of these Resolutions be sent to his parents and wife, and that they be published in the *Whitewater Register*, the *Monroe Sentinel*, and the WISCONSIN JOURNAL OF EDUCATION.

S. S. ROCKWOOD,
ALBERT SALISBURY,
CATHERINE H. LILLY. } *Committee.*

THE DECEMBER MEETING.

The holiday session of the Association was very largely attended, and, from our stand-point, was the most interesting and profitable session within three years. We were more than ever impressed with the ability and high character of our professional teachers. Wisconsin certainly has, in the upper ranks at least, of her educational work, men of brains, culture, character and devotion. They are men who, if they continue to work together as now for common ends, will ere long place their State, educationally, in the foremost line.

We print a full report of the proceedings, at the expense of several extra pages, and of some delay in publication. The valuable papers presented we hope to give to our readers in due time. The important report of the committee on "State Educational System," and the admirable paper of Prof. Beach on "Rhetorical Exercises," will probably appear next month.

The manner in which the report on "State System" was received and discussed, was especially gratifying to us. The main features of the report met almost unqualified approval, radical as they were. The feeling among educational men, teachers, superintendents, and all, in favor of a partial change in the manner of raising money for the support of the schools, by the imposition of a uniform State Tax, as in most other States, is strong and substantially unanimous. As a vigorous effort will be made to secure this fundamental and most important reform from the present Legislature, we hope every friend of education will exert what influence he can towards the desired result. This will be the chief, and perhaps the only, educational measure of importance sought to be secured the present winter.

The organization of a Principals' Association, and measures looking to a more efficient and systematic organization of the Superintendents' Conventions, were steps in the right direction which met our hearty approval.

It was a somewhat peculiar and gratifying fact that the chief interest and measures of this session of the Association related to plans for improving the great mass of the common schools. That good results in this direction will flow from the conference, we sincerely hope and believe.

READING FOR TEACHERS.

We wish here to call attention to a few notable publications peculiarly adapted to give constant increment of instruction and enthusiasm to teachers. We are profoundly convinced that the moment a teacher or a clergyman ceases to be an active, growing intelligence himself, he should cease to act as an instructor of others. The indispensable condition of successful giving of instruction is constant getting. As soon as one ceases to be a student, a learner, he begins to lose the qualities that make his thoughts fresh, his example contagious, his presence a power. Dr. Arnold was constantly a student because, as he said, he would rather have his pupils drink from a running brook than from a stagnant pond.

While a teacher should of course be a student of books, he should be to a judicious extent also a reader of current literature. In selecting books he must be governed by his own taste and special purposes, and we could give little more then general directions for his guidance. In current literature we desire here to make a few specific suggestions, appropriate to the beginning of the year, when, as we hope, many a teacher is asking himself, "What periodicals shall I take this year?"

From a somewhat extensive acquaintance with periodical literature we might make up quite a list of weeklies and monthlies, any one of which would be valuable to an intelligent teacher; but our present purpose is a limited one. We wish to mention only two or three which are not merely valuable to him, but which are pre-eminently valuable—which he cannot afford to do without.

Two journals have been published in this country for several years—one political and literary, and the other scientific—which are entirely unique, and which are, each in its way, so admirable as to be almost above criticism. We refer to the New York *Nation*, and the *Popular Science Monthly*.

1. The *Nation* is a political and literary paper, in quarto form, which gives first, under the head of "The Week," an admirable outline of the leading events of the world for the week preceding publication. This resume of current history, given with encyclopedic accuracy, clearness, and impartiality, is superior to any other we know. Then follow a few carefully written editorials, chiefly upon political, but not unfrequently upon literary or social topics, which, upon the whole, we have long been convinced are the ablest and most valuable afforded by the weekly press in America. Correspondence, literary "Notes," valuable book reviews, etc., make up the balance of the paper.

We cannot recommend the *Nation* to all teachers, because for the appreciation of it considerable culture and brightness are pre-requisite. But for presidents, professors, and other instructors in universities, colleges and normal schools; for principals of high schools; for superintendents; and finally for all teachers, and all citizens, who are seeking to live intellectual, thoughtful, patriotic, and earnest lives, the *Nation* is an instructive, stimulating "guide, philosopher and friend," which they *cannot afford to be without*. We have read the paper for many years, and we speak advisedly when we say that if we were obliged to give up all weekly papers but one, the one reserved would assuredly be the paper under consideration.

We have long meditated these deserved, spontaneous, and grateful words. They are due to the high character and value of the journal. They are due to the causes of learning and patriotism which it so admirably serves. They are due to those of our readers who, while they are unacquainted with the periodical, are yet in a condition to receive great profit from it. We assure these latter that its perusal for any length of time is a liberal education.

We regret that the paper is somewhat costly; but all really good things in this world cost according to their value. The price is $5.20; the address, "*The Nation*, Box 25, New York City." Two or more teachers in the same school or town might unite in taking a copy; but its value to the individual (if he be at all capabble of appreciating it) is so great, that we advise exclusive individual ownership, careful reading and re-reading, and the binding and preservation of the volumes.

Our remarks on the *Science Monthly* must lie over until next month.

TOWNSHIP SYSTEM NEEDED.—The following letter to the State Superintendent, which we give without names, speaks for itself:

DEAR SIR.—Your circular of July, 1876, concerning the Township System of School Government, reminds me of the necessity of further legislation in that direction. I presume my town is probably a fair representation of the towns in the State. In my own district our district-taxes amount to as large a sum in each year as all other taxes, while there are other districts adjoining ours in the same town that have more months school and better teachers and their school-district taxes are less than one fourth of all their taxes. We cannot adopt the town system of school government for this reason—all the large districts would vote against it and vote us down. I ask you to use all your influence with the legislature to so change the law as to make that system a certainty. In no other way can the spirit of the free school system be carried out.

Again, in the large and rich districts there are school-houses large enough for churches, while in the small and poor districts their school houses would hardly be considered good enough for stables, and are a disgrace to our enlightened people. And if the equalizing of the burthens of supporting schools is left to town boards of supervisors to regulate, in the forming and altering school-districts, it will never be done. I know of a case and can give names, place and date, wherein a chairman of a town board altered a school-district by taking territory from a small and poor district that had no school-house that was fit even for a woodshed, and added the same to the district in which he lived himself, when his own district was larger by nearly one-half and had a large and valuable school-house. I write asking your influence with the law-makers. I am only a school-district clerk, and outside of my immediate acquaintance would have no influence.

There is no effectual way to make these things just and equal except to so change the law as to compel the towns to adopt the town system. * * * I do not think it just for the members of one district to pay individually twice as much as those of another district for the same amount of schooling. Taxation to educate the children of a State is *just* if it is *equal.* J. B. C.

The following list of institutions for feeble-minded children, established thus far in this country, is copied from the Twenty-fourth Annual Report of the New York Asylum for Idiots, published in 1875:

No.	Location.	Character.	Date of found'n.	Superintendent.	No. of Pupils.
1	Barre, Mass	Private institution	1848	Dr. Geo. Brown	22
2	So. Boston, Mass	State do	1848	Dr. S. G. Howe	120
3	Syracuse, N. Y.	do do	1851	Dr H. B. Wilbur	198
4	Media, Pa	do do	1853	Dr. I. N. Keslin	323
5	Columbus, Ohio	do. do	1857	Dr. G. A. Dover	357
6	Lakeville, Connecticut	do do	1858	Dr. H. M. Knight	57
7	Frankfort, Kentucky	do do	1860	Dr. E. H. Black	99
8	New York	City do	1860		200
9	Jacksonville, Illinois	State do	1865	Dr C. T. Wilbur	100
10	Fayville, Mass	Private do	1870	Misses Knight and Green	5
	Total under instruction				1,486

A STRONG ENDORSEMENT is given below, as will be seen, by Col. McMynn, to Harper's New School Geography. As an eminent practical teacher, of large experience, his opinion is valuable:

"I am using "Harper's School Geography" with the greatest satisfaction. It is beautiful, admirably arranged, and comprehensive. In topography, maps, matter and method, I do not see how it can be excelled. By the use of this new Geography I am saving time of scholars as well as of teachers, and I desire to recommend it strongly and unqualifiedly."

NOTES.

We wish very much to get a few copies of the December number, if any of our subscribers do not care to keep their copies, also of the September and November issues.

Prof Searing's edition of the *Aeneid* has just been introduced into the schools of the city of Terre Haute, Ind., and the Assistant City Superintendent writes, "we are delighted with it."

We are in receipt of the programme af the "Thirty-Second Annual Meeting of the Rhode Island Institute of Instruction," to be held at Providence, January 11th, 12th, and 13th, 1877. The annual meeting of this body is one of the most important educational events in New England.

The State-Uniformity man is again at work. The other day in the Senate of the Minnesota Legislature a bill was introduced by Senator Lineau, providing for the appointment of a commissioner of education to compile and issue cheap and uniform text-books for the use of the public schools of the State, and appropriating $75,000.

According to the forthcoming report of the State Superintendent, for 1876, there are about 10,000 more boys than girls, among the children of legal school age. The last Illinois School Report shows that there are about 20,000 more boys than girls in that State. However inferior their scholarship may be, the boys have, nevertheless, strong hope for the future in their numerical superiority.

It gives us pleasure to learn that Prof. Wm. J. L. Nicodemus, of the State University, who prepared the Educational Map of the State for the Centennial Exhibit, proposes to prepare a school and family map of the State, similar in size. It will be more correct than any yet published, as a l the data compiled by the Geological Survey have been made use of in its preparation. All present maps of the State being copied from the State plats, are very defective. The new map will contain some distinctive features, as the exact location of all roads and railroads, villages and cities, streams and lakes The designation of prairie, timber, and marsh lands will be made. The exact size of villages and cities will be indicated by conventional signs.

We learn that La Grange, Walworth County, has a good high-school, in charge of J. A. Ellis.

A subscriber wishes to know of a primary arithmetic without addition and multiplication tables.

On Saturday, the 20th of January, the village of Jefferson is to vote on the question of establishing a Free High School.

A letter from one of the Whitewater Professors says: "We are overwhelmed with students. It seems like the commencement of a Fall term instead of Winter."

In the Fond du Lac High School there were last term 10 beginners in Greek, and 31 beginners in Latin. We hope this is but the beginning of a classical "revival" in that city. Mr. Williams, the classical instructor, is giving good satisfaction.

A letter from Prof. L. F. Parker, Chair of Greek and History in the State University of Iowa, asking for a copy of our school laws, and especially our High-School Law, says: "I congratulate you and your state on the exceedingly happy progress of the educational work there."

Hon. W. C. Silverthorn is city superintendent of schools at Wausau. Finding the schools, last September, without any systematic organization, as a whole, he has been inaugurating some needed reforms. A Free High School will probably be organized to crown the system.

Supt. Baker, of Pierce county, says in his special report to the State Superintendent that the "Normal Chart" swindle has taken hundreds of dollars from that county. He recommends a law forbidding school boards to purchase maps, charts, or books, until approved by the County or State Superintendent.

We have received a neat programme of a school exhibition given Dec. 27th, by the pupils of Plymouth High School, under the direction of the principal, Prof. W. J. Brier. The exhibition closed with the Trial Scene from the Merchant of Venice. The net proceeds were $54, with which a set of Johnson's Universal Cyclopedia is to be purchased. Go ye and do likewise.

Supt. Baker of Pierce county, writes: "Our Association [in Dec.] was a success. Pres. Parker and faculty are workers at such places."

The *River Falls Press* says:

"The WISCONSIN JOURNAL OF EDUCATION for December is at hand. Its table of contents is, as usual, very interesting and instructive to teachers and educational people generally. A paper by Hon. Edward Searing in defense of the Normal Schoolsof the State is of especial interest.

Prof. Beck, of Platteville Normal School, recently lectured at Mineral Point, under the auspices of the "popular lecture course." A local paper said the experiments were brilliant, the lecturer enthusiastic, and the audience pleased, adding: "It is hoped that the genial Professor will again visit, with his accomplished wife, the 'seven hilled city' of the West."

Prof. W. S. Johnson, Principal of the New Lisbon High School, gave a lecture in the Baptist church of that village, Dec. 27th, on "The Sun; its position in the universe, with the latest scientific researches in regard to its constitution and relation to our earth,"—an evidence of intellectual activity, honorable to himself, and suggestive of fresh and vigorous instruction to others

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The Free High School recently organized at Omro is in successful operation under the management of Mr. C. H. Lewis, class of '76, State University, assisted by Miss M. Hunter. The four-years English course was adopted. The enrollment is 85, including 15 pupils from without the district. Tuition, $4.50 per term. With the new building just completed and occupied on the east side, Omro now has three school buildings, each containing a primary and intermediate department, and one of them also the High School. Total number of teachers 7; pupils, about 400.

Of the High School at Shullsburg, established under the law of 1875, Mr. L. F. Brown, is Principal, assisted by Miss E. Wiswall. Mr. Brown is a graduate of the State University, in which he was for a time a very popular tutor. Miss Wiswall also graduated from the same, in the class of 1876, and soon afterwards obtained a State Certificate, at the annual examination in August. Shullsburg is fortunate in securing such teachers. A three years course of study was adopted for the High School, about 40 students are enrolled therein, and the promise for first class secondary instruction there hereafter is excellent.

Prof. Edwin Marsh, late of Sun Prairie, has charge of the "Collegiate Institute," at Jefferson, Wis. He occupies the building of the former 'Liberal Institute," a chartered school which was recently forced to go the way of most private establishments of the kind, not supported by endowment. In addition to the ordinary day-school, Mr. Marsh advertises an evening school, held from 7 to 9 o'clock, "six evenings of each week if desired."

A young lady recently appealed to the State Superintendent from the refusal of a county superintendent to grant her a certificate. At the county superintendent's examination one of the questions was the following: "Sketch the public services of Benjamin Franklin." To this was written the answer: "He was the discoverer of the Art of Gravitation." And yet that young lady had eight or nine certificates, and had taught many terms.

Supt. Isham, of Walworth county, is holding monthly meetings of his teachers in each of four districts, into which he has divided the county. He issued a printed "Scheme of Work," giving in advance the topics of every meeting. This scheme really provides four days of regular institute work in each district —one day in each of the months of November, December, January, and February. Mr. Isham is doing admirable service in old Walworth.

Prof. James H. Eaton, of Beloit college, died January 5. He had been prostrated for several weeks as a result of overwork, and too close confinement in the labaratory; but until quite recently it was thought a season of rest would restore him to health. He has been a most faithful and esteemed instructor there for many years, and his death is universally and deeply regretted. He was a son of the author of "Eaton's Arithmetic."

In school work thoroughly systematized, and in the practical results of aggregate and uniform attendance, probably no city in the State surpasses La Crosse. One of the plans to secure promptness in attendance is to grant to the department having the lowest per cent. of tardiness during a month a half holiday in the first week of the next month. The emulation provoked produces excellent results.

La Crosse furnishes slates free to all the primary rooms, and pens and paper free to all primary and intermediate pupils. Dr. Anderson, to whose influence the present efficiency of the schools is largely due, strongly favors the plan of free text-books, and the city will doubtless soon add this to fully round out to completion a perfect school system.

Supt. Richmond, of Green county, expects to have an institute next spring, of six weeks duration, just before the summer schools commence, held either in Brodhead or Juda. Expecting no State aid then, he went before the County Board in November last and secured an appropriation of $100 to help meet the necessary expenses. The balance of cost will be met by the proceeds of a small tuition fee. The success of the two months' institute at Monticello last fall was such as to fully justify the projection of another similar.

In view of the great irregularity and frequent changes in this respect growing largely out of changes in teachers, an intelligent observer suggests to us that it "would be well to call attention of principals to the great importance of putting into permanent form their courses of study, rules, regulations, list of text-books, etc. That is, a principal of a graded school should have his board carefully adopt, print, and preserve a course of instruction, etc., which should not be changed lightly because of a change of teachers. "In many cases," says our correspondent, "a new principal takes charge of what is called a graded school, and finds not a vestige of a record—not a shadow, on paper, of the "course" pursued by his predecessor.

We lately heard a pleasing bit of Centennial romance which we are impelled to record. A young lady graduate of the Whitewater Normal School was teaching in Milwaukee. During vacation she visited the great Exhibition. At her boarding-house in Philadelphia was a Swiss Commissioner who fell desparately in love at first sight. Young lady in due time returns to Milwaukee and resumes her professional duties. Commissioner soon follows and renews his suit. Lady begins to yield to responsive emotions; but, like a sensible girl, and worthy of her admirable training, she sends for her father, to ask his advice. The father, a shrewd, well-to-do lumberman, leaves his northern mills and repairs to Milwaukee. Looks over the Commissioner, and likes him Writes to Philadelphia, and finds him genuine. Father gives his blessing. Commissioner and lady are married, sail for Europe, and are now happy in their Alpine castle.

So much we are assured is substantially true. We cannot vouch for the statement that, immediately after the happy denouement, nearly all the young lady teachers of Milwaukee went to the Centennial, greatly to the detriment of school interests in our metropolitan cities.

Book Notices are excluded this month by "Proceedings."

Principal Davies, of the Lancaster High School, appears to be vigorously and successfully at work in his new location. He occasionally prints in the local papers some suggestive words for the tax-payers and patrons of the schools. A couple of articles from his pen, reeently falling under our notice, indicate that he is in earnest, and desires the people to be, in efforts to secure the greatest possible efficiency in the local school system. He complains of irregular attendance and tardiness as the most formidable obstacles to progress.

We have a few notes from Wood county. At Grand Rapids, the examinations twere well attended by members of the Board and citizens. The High School, under Prof. I. N. Stewart, is about to secure a place in the University list, under the conditions named in the last University Catalogue. The course of study will at once be re-arranged to meet the requirements as a preparatory school.——The new school-house in Centralia will be opened for school this term. It is a $10,000 building, brick veneered, and furnished with the best appliances throughout. The school is in charge of Chas. Mead, and Miss Sarah Shaw. Assistant, not yet named.——Edward Lynch is bringing his experience at Oshkosh Normal to bear at Seneca, with advantage to district.——Teachers' wages average about the same as last year, but the Normal Schools are making themselves felt in the quality of their work.

The Legislature of Kansas, at its last session, refused to make an appropriation to any one of the Normal Schools of that State, but authorized the Regents to open a Normal Department in the State University. Kansas has therefore now no such schools. The State Teachers' Association and friends of education, however, are making a vigorous effort to induce the present legislature to re-establish them. A circular was recently addressed to leading educators in other States, invoking the assistance of "opinions." To the one received by the State Superintendent an answer was sent emphatically approving the plan of distribution of Normal Schools, expressing the opinion that it is not the function of a State University to prepare teachers for the common district schools, that it is not advisable, or practicable, for a State to establish a Normal Department at the University, with the expectation of supplying the wants of the State, and that such a department was tried in Wisconsin and not found satisfactory.

A county association of School District Officers has been formed in Kenosha county under the leadership of Supt. Flett. The first meeting was held in the court house, in the city of Kenosha, on the 16th day of December, and was largely attended, every town and district in the county being represented. A permanent organization was effected and much interest manifested. The purpose of the Association is to consider the ways and means of securing the largest and most satisfactory results from the educational system. This admirable movement is worthy of high commendation, and cannot but result in more intelligent management of, and deeper interest in, educational affairs in this county. And yet no other county in the State less needs such an organization of education forces, and the resulting advantages, than Kenosha We wish every other county would follow the worthy example.

The board of supervisors of Iowa county, at their annual meeting in November last, reduced the salary of the County Superintendent from $900 to $800 per year. The necessary expenses incident to traveling and keeping a horse must be not less than $300, leaving the munificent sum of $500 per annum for supervising 106 schools in which seven or eight thousand children are being educated, at an annual expense of between $30,000 and $40 000. The office of Superintendent requires high intellectual attainments, and involves absence from home about half the year. The County Clerk of Iowa county receives $1,200 per year, has an office furnished with the needed accessories of comfort, including fuel, is subject to no offsetting expenses, and can remain constantly at home. His office requires a fair knowledge of the common branches, including book-keeping, and something more than the average skill with a pen.

And yet the American people are said to prize their school system,

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We have from the Fort Atkinson High School a neatly printed report of the term ending December 15, 1876. The five classes, in the order of their rank upward, number respectively 48, 34 23, and 15. We are glad to observe that the sexes are nearly equally represented in the upper classes. Seven boys and eight girls (if we rightly distinguish the gender of the names) are wrestling with Natural Philosophy, Astronomy, Cæsar, etc., in the A class. But, alas, with what shame do we record it, the highest rank in the class is given to a girl, and the lowest to a—a boy. Whither are we drifting? We call to mind the same state of things in the last University graduating class. The first honors were ruthlessly seized by sundry young ladies. Shame and fruitless indignation fell upon the males, and life was to them largely bereft of hope. Heaven having vouchsafed us not even one girl as the future pride and stay of our declining years, our chief solicitude is to keep as long as possible from our boys the knowlege of what awaits them.

We regret the continued illness of Supt. Packard, of Waupaca county. A note from him intimates that he may be compelled to resign his office, and indeed all earthly labors. We sincerely hope not. Mr Packard has been one of the most faithful, hard-working, and valuable of the superintendents during the past year. We shall long remember his expression, a year ago, of a high resolve to work ardently for the educational interests of his county during his term. We more than suspect that the hard work to which he consecrated himself has broken him down. Some well written, interesting, and valuable notes published by Mr. Packard last spring, in the Educational Department of the *New London Times* were marked for republication in the JOURNAL, but were aftewards mislaid. Having been recently found, we hope soon to find space for them.

We learn with regret of a change of the school officers in the city of La Crosse. Supt. Weston and Dr. Anderson, President of the School Board, have been succeeded by other parties. The causes of the change we fear were political and personal, and not considerations of educational and public welfare. Evidences of so successful an administration of school affairs can scarcely be found in the State. A La Crosse paper says:

"The work inaugurated by Dr. W. A. Anderson, and prosecuted under the administration of Dr. Anderson and Mr. J. W. Weston, was a great work, and the results are of a character to do great credit to them. When they began their work, this city was without a school system, and they brought order out of chaos, and to-day this city has one of the best regulated graded school systems in the State. These gentlemen laid the foundations for this system and through their efforts the work has been brought to its present state of perfection."

Who succeeds Dr. Anderson we have not learned. The Board elected Prof C W. Roby, in place of Dr. Weston. Mr Roby has been for a couple of years principal of one of the ward schools, was formerly superintendent of Winnebago county, and his successful experience and ability lead us to hope and believe that under his charge the present efficient school system will at least suffer no detriment.

WISCONSIN

JOURNAL OF EDUCATION.

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A STATE SYSTEM OF EDUCATION.

[The following report was read by State Supt. Searing at the Executive Session of the Wisconsin Teachers' Association, Wednesday evening, Dec. 27th, 1876, and, after a spirited discussion, "adopted as expressing, in its general plan, the sense of the Association."]

According to the last Annual Report of the State Superintendent the total valuation of public school property in the State is $4,979,-169. The total amount expended in the public school service during the past year was $2,066,375. In round numbers, the sum of five millions of dollars is invested in school buildings, sites, and apparatus; and the sum of over two millions of dollars is annually expended for teachers' wages, building and repairing, libraries, apparatus, etc. This large investment, however, is for a large and pre-eminently important object—the education of nearly five hundred thousand children, the number of those of school age in the state.

Looking at our public school system in the light of its aggregate cost, and in the light of the ends to be secured by it, the question whether it is most efficiently working out the ends sought, is one of the highest interest and importance, alike to teachers, to legislators, and to the people at large. After careful consideration of this question your committee would call attention to what they believe to be certain defects and weaknesses in the system which largely impair its efficiency and call for early correction.

The vast majority of the common schools of the State are ungraded schools in rural districts, each controlled by a board of three persons, subject to the general will of the district as expressed by popular

vote in district meetings. These districts are small, not averaging in size more than the fifth part of a township, and are petty educational republics, independent of nearly all external authority. They determine the location and character of school buildings, select the teachers and text-books, decide for how many weeks the school shall annually continue, and vote what they deem proper for teachers' wages. Some of their powers are subject to limitation by general law; but practically the schools are good or bad, long or short, as the character and ability of the district may decide. An inspection of the schools supported by this system shows the prevalence of the following facts:

1. The immediate management of them is in the hands of about 15,000 district officers. A large proportion of these, who are supposed to represent the educational sentiment and intelligence of the people, are lacking in the culture and experience to perform wisely the duties of selecting teachers, courses of study, text-books, apparatus, etc., and of locating, building and equipping school-houses.

2. Representing three families of the petty neighborhood district, and governed by neighborhood partialities or enmities, extending to many or all of the other families, these officers are largely influenced in their selection of teachers by relationship and favoritism.

3. The teachers are too often unqualified for their work, in age, experience, and attainments; and they are perpetually changing, not remaining in the same schools, on the average, so long as one year.

4. Local and to a large extent voluntary taxation being the chief source of support for the schools, there is a great lack of uniformity in their cost as well as in their character. While on the one hand not unfrequently a refusal to vote a reasonable tax is the cause of a poor school, a short school, or even (occasionally) no school; on the other hand in rural as compared with village and city districts, the poorer school is very generally supported by the higher tax.

5. The schools are generally ungraded, without well defined courses of study, and uniform and sufficient text-books.

6. Attendance is very irregular, partly from want of systematic efforts on the part of the officers to prevent it, partly from lack of excellence and interest in the schools, and partly from inconvenience of their location.

7. Statistical reports are extremely defective, so much so that those

of any given year may be considered of little value in themselves, their worth, under the law of averages, being only comparative.

8. Supervision is defective. County Superintendents do much to remedy some of the evils here enumerated, but their power for good is greatly lessened from the following causes: (*a*) They are frequently persons without proper qualifications. *(b)* They are nominated and elected by political parties, and their continuance in office is too frequently dependent upon popularity and political influence, rather than upon a strict and efficient performance of official duties. *(c)* Their tenure of office is too short for any thing like systematic work and progress. *(d)* The number of schools under their charge is too great to insure results of much value from personal inspection of the work of their teachers. *(e)* The salary paid them is so small that it either does not secure properly qualified incumbents, or it secures such only temporarily, or it commands only a portion of their time and thoughts, the balance being given to some professional or other occupation.

Besides the sources of weakness in the school system already enumerated, your committee would call attention to the fact that at best the majority of children from the necessarily brief period of their school life, obtain little more than the *keys* of knowledge—the chief of which is the art of reading. To give children access to the world of recorded knowledge for which school life has simply *prepared* them, and in which they will largely find the elements of successful living and good citizenship, is no less the duty of the State—or at least a no less wise act on the part of the State—than to put into their hands the keys of preparation. Of what use is a knowledge of reading to him who has no books; or a knowledge of geography to him who never looks into the history of a country? Hence the library should supplement the school, as was believed by the founders of our State; for the constitution of Wisconsin expressly provides that the income of the school fund shall be applied not merely "to the support and maintenance of common schools," but to "the purchase of suitable libraries therefor."

Your committee would briefly sum up what they believe to be the serious defects in our present State system, as follows:

1. Excessive subdivision of territory and local independence.
2. Lack of uniformity in the burdens of cost.
3. Lack of uniformity in the character and amount of instruction.

4. Lack of intelligent, permanent, and authoritative supervision.

5. Lack of sources of supplemental knowledge and culture in widely diffused and suitable libraries.

Your committee have given mature consideration to the questions of remedies for the evils conceived to abound in our present system, and already enumerated, and are prepared to recommend, with substantial unanimity, the following outline scheme of what they believe would prove a system at once more vigorous, economical, and effective. The recommendations submitted are such as have been approved by experience in other States and countries, and such as must commend themselves, it is believed, to the judgment of practical men, as suited to accomplish the ends sought.

We recommend—

(1) That the entire educational interests of the State, including those of the University and the Normal Schools, should be managed by a State Board of Education, consisting of eleven members, nine of whom shall be appointed by the Governor, with the consent of the Senate, the term of one-third of their number expiring biennially. The State Superintendent and the President of the University shall be *ex-officio* members of the board. In the appointment of members, the Governor shall not be influenced by political considerations, but solely by those of eminent fitness.

(2) The State Superintendent shall be appointed by the Board, for a term of four years, and shall serve as Secretary of the same, his duties in general being the same as now.

(3.) County Superintendents shall be appointed by the State Board to hold office during the pleasure of the same, for a term not exceeding three years, to be paid by the State a salary fixed by statute, and graded in some just proportion to the extent of their work. The larger counties may be divided into two districts, at the discretion of the Board. Residence in the county shall not be essential to elegibility for appointment.

(4) A Township Board of three persons shall be elected (one annually) by the people of every township, for the management of the school interests therein. The Board shall appoint a Secretary (who may be one of their own number), who shall have immediate supervision of the schools of the town, and shall act under the general direction of the County Superintendent.

(5) There shall be, outside of cities and incorporated villages, only

three different units of educational territory—the State, County, and Township, the latter by the abolition of the present district system, becoming the smallest territorial division in school government. But for convenience, County Boards of Supervisors may, in certain cases of geographical difficulties, on recommendation of the County Superintendent, create joint township districts, by the union of two or more, or portions of two or more, civil townships.

(6) In each school township, so far as practicable, there shall be a central high or grammar school, made obligatory by law. In this school, and in the primary schools of the township, there shall be well defined courses of study, absolute uniformity of text-books, and uniformity in methods of instruction and discipline.

(7.) For all important work done by town educational officers reasonable compensation, to be fixed by law, shall be paid, and strict accountability required for the faithful performance of every duty.

(8) To make the schools as nearly uniform as possible in character and yearly continuance, and to carry out to a more desirable extent the principle that "the property of the State shall educate the children of the State," there shall he a uniform State tax for the support of schools, agregating in annual income, with the income of the school fund, enough to meet not less than one-half of the cost of the schools.

(9) One-half the money distributed by the State shall be distributed to the schools on the basis of aggregate attendance.

(10) Uniform examinations throughout the State for teachers of the same grade shall be *the rule*, with such exceptions only as local or temporary circumstances may render necessary.

(11) A system of township libraries shall be established, the joint creation, like the schools, of State and local action, the books to be selected from lists approved by the State, and to be purchased by the State on low terms by contracts with publishers.

Your committee are well aware that some of the changes herein recommended are for Wisconsin great and radical changes. Believing that they would *all* be *useful* changes, but recognizing the probability that they cannot all be secured at once, and even the wisdom of merely attempting to secure a portion at first, we here suggest that there is a single one of those measures so related to the others, and so important for the present welfare and fu-

ture progress of our school system, that to secure this at the earliest day, the friends of public education ought to put forth immediate and earnest efforts. We refer to the recommendation of a general state school tax, and we offer the following reasons to show why this should be promptly secured;

1. It is a centralizing and strengthening measure. The more the State directly contributes to the cost of every school, the clearer its right to a voice in the management of that school.

2. A more liberal amount of support for the schools furnished directly by the State would secure, as nothing else can, an approach to that "uniformity" in extent and character of school privileges, for which, as already intimated, our State Constitution itself seeks to provide.

3. A State tax is the fullest and fairest expression of the principle underlying the common school system, that education is a State concern, and that the property of the State shall educate the children of the State. A tax uniformly assessed and uniformly distributed throughout the State is the most perfect means of equalizing burdens for the common good.

4. If the State annually distributes a good portion of the cost of maintaining the schools it has, through the device of "payment by results," one of the strongest means of securing *desirable* results—greater regularity in attendance, more accurate statistics, etc.

5. Most of the States of the Union give support to their schools by a State tax, even in several cases where the permanent school fund is relatively larger than our own. Its benefits are there fully demonstrated and recognized. And in the few States not thus partially supporting their schools, the highest educational authorities are earnestly recommending a change in conformity to the general practice.

Respectfully submitted,

JOHN BASCOM,
EDWARD SEARING,
JAMES MACALISTER,
W. H. CHANDLER,
E. B. WOOD,
W. D. PARKER, (not present).

Committee on State System.

Madison, December 27, 1876.

THE GEOLOGICAL SURVEY.

REPORT OF COMMITTEE.

Your committee, appointed at the July meeting of this Association to report on the State Geological Survey, desire to submit the following:

Through the kindness of Prof. T. C. Chamberlin, the State Geologist, we are able to say that the field-work of the survey has been carried forward as rapidly as the means placed at his disposal would permit; that nearly the whole surface of the State has been quite carefully inspected, that another considerable portion has been but hastily investigated, while still another has not been subjected to even a hasty examination—although the appropriation to defray the expenses of the survey is already exhausted and the time allotted for the completion will expire in June, 1877; furthermore, that the portion yet to be examined, lying in the iron and copper bearing region of the northern part of the State, is one that promises exceedingly rich results in a scientific, and especially in an economic point of view.

We are further able to report that fair progress has been made in the preparation of the results of the survey for publication. We are gratified to be able to state that the published results of the survey will be comprised in three or more volumes, two of which, at least, will consist of special reports of the labors and results of the different parties conducting the survey, while the other will be specially adapted to meet the educational and practical wants of the people of the State. The following extract from the annual report of the State Geologist indicates the nature and scope of this, the educational volume.

Vol. I. State Geolgogical Survey.

The nature and design of the first volume is somewhat new. It is intended to accomplish four objects: First, by a suitable presentation of the general geology of the State, accompanied with elementary and explanatory matter, to place the whole report within the easy comprehension of intelligent citizens who have no technical knowledge of geology. Second, to convey to the people of the State information and directions as to how to detect, test, and utilize the natural resources of the State—information which is scattered through a large number of treatises, practically inaccessible to them, and not

specifically applicable to Wisconsin, if obtained. Third, by giving a brief, clear history of the formations of the State, adding a sketch of those not found in it, to furnish an elementary text-book for the schools of the State, founded upon home geology and rendered practical by the information above mentioned. And Fourth, by furnishing lists of the plants and animals of the State, giving the food and habits of the latter and designating their character as friends or foes, to assist agriculturists and those engaged in allied industries in their conflicts with their enemies in the animal kingdom. The contents will be substantially as follows:

PART I. LITHOLOGICAL AND STRUCTURAL GEOLOGY.

I. Such chemical facts as are necessary to the understanding of the reports. By J. H. Eaton.

II. A clear and simple description of all the minerals found in the State, and the methods of determining them. By J. H. Eaton.

III. A similar description of the rocks of the State. By J. H. Eaton.

IV. A brief elucidation of structure and metamorphism. By R. D. Irving.

PART II. HISTORICAL GEOLOGY.

V. An historical sketch of the formation of the State, involving a description of the methods of formation, a concise statement of the leading characteristics and a very brief outline of the formations wanting in Wisconsin, thus forming an epitome of geological history.

PART III. ECONOMICAL GEOLOGY.

VI. Iron ores. Practical information as to how to explore for iron, how it occurs, how to distinguish the several kinds, the use of instruments, what are trustworthy indications, and what are not, what amount and what purity are necessary to give value, how reduced, etc. By R. D. Irving.

VII. Lead Ores. Developed in essentially the same method as indicated in the preceding. By Moses Strong.

VIII. Zinc Ores. Development similar to the last. By Moses Strong.

IX. Limes and Cements. Practical instructions on the proper quality of rock and methods of detecting and testing and of reducing and using the limes and cements of Wisconsin. By W. J. L. Nicodemus.

X. Brick, Pottery, Kaolin, and other clays. This and the following topics are to be developed on the same general plan as the preceding. By R. D. Irving.

XI. Peat. By T. C. Chamberlin.

XII. Cranberry marshes and culture. By T. C. Chamberlin.

XIII. Native waters and artesian wells. By T. C. Chamberlin.

XIV. Soils. By T. C. Chamberlin.

PART IV. PLANTS AND ANIMALS.

XV. List of Mammals with food, habits and character as friends or foes to man. By Moses Strong.

XVI. Birds; as above. By F. H. King.

XVII. Reptiles; as above. By P. R. Hoy.

XVIII. Fishes; as above. By P. R. Hoy.

XIX. Insects. By P. R. Hoy.

XX. A list of the plants of Wisconsin. Prepared from the papers of the late Dr. I. A. Lapham.

In conclusion, your committee desire to suggest some means for extending the educational influence of the survey. However thoroughly the work may be done, it can not be completed by those who have the work specially in their hands, but must receive constant future additions from individual investigations throughout the State. In order to aid those who have a desire to do this kind of work, and to incite interest in those who have an opportunity to investigate, and to aid teachers in their efforts to interest pupils in collecting and studying the natural products of the State by enabling them to identify collections that may be made, it seems desirable that some systematic method be adopted for supplying schools with accurately labeled sets of specimens of the rocks, minerals, and fossils of the State; which end could be readily attained through a system of exchanges instituted under the supervision of a committee appointed by this association.

All of which is respectfully submitted,

GEO. R. KLEEBERGER,
W. A. KELLERMAN,
GEO. W. PECKHAM,
Committee.

TEACHERS are in danger of giving too much assistance to pupils in preparing their lessons.

REPORT ON SCIENTIFIC INSTITUTE.

The committee desire to state that they have carefully considered the whole matter and have taken the views of a number of the leading scientific men of the State. The general opinion of all whom they have consulted is to the effect that an Institute where some instruction in science of a character different from that generally within the reach of the great mass of our teachers would be of immense benefit to them, and could not fail to have a most beneficial effect upon the schools of the State.

The committee are not now in a position to furnish a definite plan for the Institute. They would state, however, that Prof. Chamberlin, the chief of the State Geological Survey, has sketched out a month's work in Biology, Geology, and Physical Geography, which the committee are of opinion is greatly superior to any plan upon which schools of this kind have heretofore been organized and conducted. The committee have also considered the propriety of of opening summer schools in connection with the splendid opportunities supplied by the new Science Hall of the State University. The committee may also state that the expense and management of such an institute have been duly considered by them, and that no difficulty need be experienced in these matters.

After the fullest examination of all the points involved in the enterprise, the committee beg to recommend that a committee be appointed with instructions to perfect the work commenced by this committee, and at the earliest day possible to issue a circular to the teachers of the State, giving ample details of the plan of the school, the time and place of holding it, and the fees and equipments to be contributed by its members.

The committee have received a pledge from Prof. Chamberlin that he will take charge of the school, and all details as to the scientific organization of the school will be under his care and control.

Respectfully submitted,

JAS. MACALISTER,
R. W, BURTON, } *Committee.*
S. SHAW,

[We give the letter from Prof. Chamberlin explaining his plan for the Institute.—EDS.]

LETTER FROM THE STATE GEOLOGIST.

BELOIT, WIS., Dec. 19, 1876.

Supt. JAS. MACALISTER,

MY DEAR SIR: Your favor is at hand. I have had the matter in mind, and this plan has occurred to me as being very excellent, though perhaps a little more expensive than the usual camp system. Get a barge on the Mississippi or St. Croix and rig it up with cover, seats, blackboards, stove, tables, mattrasses for sleeping, etc. Start with it at the Dalles of the St. Croix, where we have the traps of the copper-bearing series in magnificent exposure, with its Potsdam sandstone resting unconformably upon it and fossiliferous at the very junction; also gigantic pot holes and other features of great interest. Starting thus so near the base of the series (and there would be in the drift, specimens of the lower archaean rocks), the barge could be towed by the daily line of steamers down stream from point to point as might be desired. At Osceola we would find the Potsdam overlaid by the lower magnesian limestone, and also at several points below. Toward the mouth of the St. Croix the St. Peters sandstone and Trenton limestone would appear above, as also down the Mississippi. Below Prairie du Chien the Galena limestone would come in, and if we chose to go down as far as Rock Island and return by W. U. R. R., the series of formations could be carried up to the coal beds. The opportunities for studying botany and zoology on the trip would be much superior to the camp plan. I think this plan would prove superior to anything yet inaugurated. It would probably be, as I said, somewhat more expensive, but not greatly so.

What I could do in the matter would depend very much on what the State requires of me. I should hope that in any event I could assist you enough to make a success. It would not be prudent for me now to promise to take upon myself the responsibilities of organization and complete direction. Will talk with you further at Madison.

Yours truly, T. C. CHAMBERLIN.

RHETORICAL EXERCISES.

The term "Rhetorical Exercises" may be supposed to include every kind of exercises intended to promote the use of correct and elegant language. It may be supposed to include all that is taught, from the first book of grammar or language lessons, to the most elaborate lectures on style and the study of the most perfect models of oratory. Of course, in our common schools only a limited portion of the time spent in school can be devoted to lan-

guage, a study to which accomplished rhetoricians have devoted the best years of their lives.

The child often regards grammar as his dryest study. Composition writing is the hardest work in school. Composition day is near at hand. The boy has looked forward to it with dread. He cannot postpone writing much longer. He must find a subject forthwith. He hunts over lists of composition subjects in the back part of some rhetoric. It is hard to choose from the list. But something must be done. Finally, in sheer desperation, he closes his eyes and chooses —"Cheerfulness." And then he writes. He waits for thoughts, searches for them and—reads for them. There is an unnatural stiffness in the sentences and in their arrangement. A few old thoughts of other people are expressed a little differently from the original, and the composition is finished. The writer takes no satisfaction in what he has done. He is conscious that he has written nothing new. He is a little afraid that some one will detect the thought or the expression that he has taken from some one else. He feels a little guilty, and yet could he have done any better?

I am not sure that this experience is confined to the composition writer of the common schools. If I am not mistaken students in the university sometimes have experiences of a similar character. It is the dread of a study that makes it hard. When we learn to like a study it becomes easy. In kindergarten schools the child is made to learn by playing. He thinks it is all play, and is unconscious of hard study.

Can we introduce a little of this in the place of the systematic, dry, mechanical work of some of our schools? Can we teach grammar without making our scholars think it is dry and useless? Can we get them to write compositions before they have time to work themselves up into a dread of it? A little girl comes home from school, and tells her mother that she has to write a composition. She has no subject and she doesn't know what she is going to do about it. She is in great trouble. Her mother calls her to the window and asks her to look out. "What are you doing?" "I am looking out of the window." "Write that down. What do you see?" "I see a flock of sheep that a man is driving along the road." "Write that. Now what else do you see?" "There are old sheep and lambs in the flock." "Write that." A little more exercise of the observation, a few simple,

artless sentences naturally arranged, and the composition is finished. It has done the child more good than if she had worked herself into a headache trying to write on some abstract subject.

A class is called out to the recitation seat. They have been told to bring pencil and paper. They are all ready, not knowing what they will be required to do. "Write me a little composition on 'What I would do if I could.'" Their minds begin at once on a score of things that they would like to do. Their imaginations have brought them fortunes; they have taken long journeys in foreign lands; they have become learned, useful, and respected members of community. All these things have been done faster than they could write them down. While one is reading what he has written, the rest have thought of a dozen more things they would do if they could. And so the compositions are written. It has been enjoyable, even an exciting occasion. Their minds are more vigorous for the rest of the day for the simple effort they have made. After a day or two, called out again for a similar exercise, they will watch with eagerness for the subject and will think and write, each trying to write something that the rest will not think of, until their faces are all aglow in their animation.

Such an exercise affords the teacher an opportunity to correct all incorrect expression; to call out the class in a little discussion as to the best form in which to express a certain thought; to give some needed instruction in punctuation, the use of capitals; to cultivate the habit of observation and criticism, and to impart some little item of information that they will remember. He can teach more grammar in an exercise of this kind, than by requiring the class to commit to memory a whole page of dry rules of syntax.

I believe that composition writing should be taught early, not in a formal way, but in an easy, familiar way, and scholars will soon like it. This, more than anything else, will get them in the habit of doing their own thinking.

Calling for the definition and use of the commonest words will cultivate accuracy in thought and expression. An occasional free, familiar talk about the analysis and history of a word, with all its associations, will awaken an interest in words. Especially can this be done in a class that has studied Latin or Greek. The word *trivial* means light, foolish, worthless, from the old tavern, the resort and lounging place of idlers and vagabonds, on the corner where three

roads met, a little way out of Rome. The word *melancholy* presents a picture of the black and gloomy dwelling place of the mind.

Ike Marvel tells with what wonder he used to look at the very boots of the boy who had walked across London bridge. The boy will look with interest on a penny that has come all the way from China; on a sword that was used at Bunker Hill; on the flower that grew in the garden at Mt. Vernon or on the plains of Troy; on a piece of marble that was once a part of the temple of Solomon.

Let him learn also that the very words he uses were once spoken by the Greeks and the Romans or by his Saxon ancestors; that these same words have come down the centuries, working out always their wonderful missions; making history; gathering about them associations and legends that are full of interest. These same words have been used, as swords are used, on many a hotly contested field; and, to men longing for peace, they have been "sweeter and pleasanter than caresses." These same words, sacred with all their associations. mighty in their power, are the things he is to work with. Let him learn to use them well, to search out their hidden meaning, to learn their history, and the dictionary becomes a cabinet, a gallery of historic treasures.

Rules for composition are derived from the study of the best models. A certain writing pleases. The rhetorician makes a rule that anything written in that style is correct. The rules, then, are second hand. The model is the original and suggested the rules. Why not, then, study the models first and the rules afterward; the models more and the rules less.

Our school books are full of choice selections. The careful study of these is the study of rhetoric. Not long since a class of little girls was to read the story of the heroic little boy of Harlem. After reading the selection a little girl was called on to tell the story in her own words. She understood perfectly what she had been reading. Her simple, artless style and earnest manner were in themselves eloquent. Do we not need fewer rules and more practice?

Sometimes there has prevailed a false idea of eloquence, and models given of a stilted, artificial, awfully dignified style have been given. The Anabasis of Xenophon has kept its place as a model of historic composition, because of its easy naturalness and simplicity. The plain, homely, honest words of Abraham Lincoln, have abided in the

heart of the people; while the studied, high-sounding words of the laboring orator, have been forgotten as soon as the noise of his speaking has ceased. And where will we find better models of genuine eloquence than in the good old Saxon of our English Bible? Can we do our scholars a greater service than by calling their attention to the best authors, and leading them to search out for themselves the glittering gems that lie in the path of the student of a pure literature?

Some one has described eloquence to be, "using just words enough to express your meaning clearly, and no more," Our old professor of rhetoric in Hamilton College, used to tell us, "When a public speaker begins to multiply words, and to talk very loud and rapidly, you may be sure that he is getting out of ideas."

Then, an essential element of true eloquence is to have something to say, some thoughts to express. Bobert Burns says,

> "I hae been blithe wi' comrades dear;
> I hae been merry drinking;
> I hae been joyfu', gathering gear;
> I hae been *happy thinking.*"

If we can lead our scholars to think, and to be happy thinking, will not their rhetoric partly take care of itself?

A few weeks since, the third act of Shakespeare's Henry VIII was assigned for a spelling lesson. The pupils were told, also, that they might write a composition on any sentence or phrase they could find there. It was a composition full of thought, full of great lessons. The scholars, knowing that they were to spell many of the words, watched them as they read. Knowing that they were to define many of the words, they studied them critically. They watched for suggestive sentences as subjects. One wrote on, "Alas, I am a woman." Another, "Leave me awhile." Another, "Enter a gentleman." There were many other subjects chosen, equally suggestive. The originality and vigor in these compositions were refreshing. One of the writers said, "Why, what splendid subjects for compositions there are in Henry VIII. I have found a dozen that I want to write on right away." She had been happy thinking, and simple yet fortunate in expressing her thoughts. This was not any great effort for any public occasion, and yet with a good deal of work of this kind, with habits of writing easily and readily, well formed, would not our

scholars be equal to greater and more formal occasions when they should come?

In declamation, it is about the same thing. Boys often dread the terrors of formal declamation day. Can't we make it easier for them, to begin with, by having them debate questions, in a familiar way, in the class room; by having them stand before the class and recite the lesson learned; by getting them into the habit of expressing their own thoughts in an easy and natural manner? The hight of perfection in oratory is speaking naturally. All the rules in our works on elocution have this end in view. Plenty of practice judiciously conducted, will lead to this, if anything will. A choice selection committed to memory, and well declaimed, may be a source of satisfaction for years to come. It may be made suggestive of thought, and, in general, if scholars are close and accurate thinkers they will manage to express their thoughts in an interesting way.

Read at Madison, Dec. 28, 1876. W. H. BEACH.

SELECTED.

THE STATE UNIVERSITY.

[We make the following extracts from the report of the last University Board of Visitors—a report of more than average ability and value. It is signed by L. F. Frisby, M. P. Jewett, Wm. H. Norris, Jr., W. N. Hailman, M. R. Gage, Chas. W. Milliken, Geo. W. Perry, and A. G. Cook.—EDS].

It has been pleasing to recognize in the students generally that gentleness of deportment which is not only appropriate to the place as a domain of the intellectual, but an influence most favorable to the serene pursuit and appreciative fruition of the advantages here proffered. Where the injunction "study to be quiet" is best observed, will be the highest probability that quiet will nurture study.

It is therefore no surprise to learn that occasions for penal discipline are rare, and the labor of government is correspondingly light. Authority so respected as not to require enforcement must ever be more beneficent than authority requiring enforcement because not duly respected. Here is gratifyingly exemplified the high skill in governing best in seeming to govern least.

The proficiency, learning and discipline of the students, bear testimony not only to the capacity, zeal and efficiency, but to the winning and prevailing personal influence of the faculty and instructors. The language of the former concerning their preceptors is very much more that of affection than that of fear, and we are lead to judge the intercourse and relations between teachers and taught to be generally cordial.

We have noted, with regret, the very slight evidences of proper valuation by the students of physical culture. As a compound being, man has no right to disparage or degrade mind or body. Neither component can be trained as the whole being, without shrinkage of the disused, and premature exhaustion of the used.

Our recommendation is not new, but impressed with the intimate connection between physical and mental, as well as moral, soundness and vigor, we earnestly urge that the students be furnished with ample opportunities for judicious physical training. Appropriate gymnastic and calisthenic exercises; the former made more engaging by more *varied* and *complete* apparatus; under the guidance, and under the requirement of suitable teachers, and so conducted as to enlist hearty interest in them as exhilerating amusements, and not as mere laborious investments, appear in this direction, as an imperative want of the institution.

Grace, directness and promptness of motion, punctuality, self-control, self reliance, courage, presence of mind, concentration of the powers to proximate ends, free subordination to common aims, are some of the fruits of a judicious methodical training of this kind. As its highest result, however, we would note that general cheerfulness of disposition, which attends a healthy, vigorous condition of the body, and which is the indispensable requisite to energy and clearness of mind, and to moral firmness and vigor. Fruits such as these, besides familiarity with tactics, must already have yielded themselves to the popularity and skill which leads the University battalion. And as tending to the same results we heartily recommend the habitual daily use of the "Health Lift" which has lately been introduced into the Ladies Hall.

In this connection we would also suggest the propriety of directing the attention of the young women to the necessity of obeying in dress, the immutable law of hygiene, rather than the capricious com-

mands of fashion. They will find it easy to do this without sinning against the requirements of good taste, and they will thereby gain as much in beauty and grace, as in vigor and power of endurance.

The results, in this institution, of the experiments of co-education of the sexes, are such as in no degree to discourage its proponents, but on the contrary, such as strongly to induce its continuance. Not only were the examinations in all classes as creditable to the young women as to the young men, but in the present senior class, the per centage of young women to be graduated with honor in respect of higher scholarship, is, relatively to their whole number, decidedly larger than that of the young men, and this disparity is emphasized by the loss to the latter of "the first honor."

Of the ability therefore of the formerly called weaker sex creditably to sustain courses of study heretofore deemed suitable for men only, we are not at liberty upon present evidence to doubt.

The moral effects of this combination are no less happy.

* * * *

Ladies Hall we found to be a cheerful, commodious, well managed and attractive home, into which the parents of our State may introduce their daughters, not only without hesitation, but with entire confidence. And we are so persuaded of its advantages as a part of the system essential to the greatest benefit of those for whom it exists, that we must imply a caution against the alternative.

* * * *

WOMEN AT MICHIGAN UNIVERSITY.

Having been in happy operation for twenty-nine years as a university exclusively for men, in the year 1870 it opened its doors in all departments for the admission of women. According to the most recent returns, one hundred and seventeen are now availing themselves of the right to university instruction thus recognized. In the distribution which they have made of themselves among the several departments, there is no little significance—four of them having chosen the law, forty-seven medicine, and sixty-six literature and science. Before 1870 there were several colleges in America which had adopted the system of co-education; but all of these had adopted that system from the beginning. Michigan is the first university which having begun its life, and attained eminent success upon the

old exclusive system, then deliberately incorporated upon itself the new and more comprehensive plan. The resolution to do so was by no means a hasty one, or taken with much cheerfulness. It had been under consideration for twenty years, and when adopted at last, it was adopted with no little anxiety. Our experience has, I think, convinced everybody here that this anxiety was not well founded. Neither good order nor the scholarship of the university has suffered any harm from the presence of ladies in its class-rooms; while the physical disasters to the women themselves, which an eminent authority has of late clearly demonstrated to be the penal consequences of feminine toil at the dry and arduous tasks of universal study, have thus far strangely failed to make their appearance in this neighborhood. Indeed, the ladies here seem to thrive ludicrously well under the rugged regimen to which they have been put; and their omission to verify the predictions of an *a priori* alarm is something bordering upon the cruel. A benevolent mind observing these things can hardly do less than utter a word of kindly caution to all persons who still desire to take unalloyed comfort in the doctrine that women are not fit for universities, or that universities are not fit for women; such persons should abjure the neighborhood of institutions like the University of Michigan, and faithfully limit themselves to speculative data.—*M. C. Tyler.*

A COURTEOUS MOTHER.

During the whole of one of last summer's hottest days, I had the good fortune to be seated in a railway car near a mother and four children, whose relations with each other were so beautiful that the pleasure of watching them was quite enough to make one forget the discomforts of the journey.

It was plain that they were poor; their clothes were coarse and old, and had been made by inexperienced hands. The mother's bonnet alone would have been enough to have condemned the whole party on any of the world's thoroughfares. I remembered afterward, with shame, that I myself had smiled at the first sight of its antiquated ugliness; but her face was one which it gave you a sense of rest to look upon—it was so earnest, tender, true and strong. It had little comeliness of shape or color in in it—it was thin and pale; she was not young; she had worked hard; had evidently been much ill; but

I have seen few faces which gave me such pleasure. I think she was the wife of a poor clergyman; and I think that clergyman must be one of the Lord's best watchmen of souls. The children—two boys and two girls—were all under the age of twelve, and the youngest could not speak plainly. They had had a rare treat; they had been visiting the mountains, and they were talking over all the wonders they had seen with a glow of enthusiastic delight which was to be envied. Only a word-for-word record would do justice to their conversation; no description could give any idea of it—so free, so pleasant, so genial, no interruptions, no contradictions; and the mother's part borne all the while with such equal interest and eagerness that no one not seeing her face would dream that she was any other than an elder sister. In the course of the day there were many occasions when it was necessary for her to deny requests, and to ask services, especially from the eldest boy; but no young girl, anxious to please a lover, could have done either with a more tender courtesy. She had her reward; for no lover could have been more tender and manly than this boy of twelve. Their lunch was simple and scanty; but it had the grace of a royal banquet. At the last the mother produced with much glee three apples and an orange, of which the children had not known. All eyes were fastened on the orange. It was evidently a great rarity. I watched to see if this test would bring out selfishness. There was a little silence; just the shade of a cloud. The mother said; "How shall I divide these? There is one for each of you; and I shall be best off of all, for I expect big tastes from each of you."

"O, give Annie the orange, Annie loves oranges," spoke the elder boy, with a sudden air of a conqueror, and at the same time taking the smallest and worst apple himself.

"O yes, let Annie have the orange," echoed the second boy, who was nine years old.

"Yes, Annie may have the orange, because that is nicer than the apples, and she is a lady, and her brothers are gentlemen," said the mother quietly. Then there was a merry contest as to who should feed the mother with the largest and most frequent mouthfuls; and so the feast went on. Then Annie pretended to want apple, and exchanged thin golden strips of orange for bites out of the cheeks of Baldwins; and as I sat watching her intently, she suddenly fancied

she saw longing in my face, and sprang over to me, holding out a quarter of an orange, saying, "Don't you want a taste, too?" The mother smiled, understandingly, when I said, "No, I thank you, dear, generous, little girl; I don't care about oranges."

At noon we had a tedious interval of waiting at a dreary station. We sat for two hours on a narrow platform, which the sun had scorched till it smelt of heat. The elder boy—the little lover—held the youngest child, and talked to her while the tired mother closed her eyes and rested. Now and then he looked over at her, and then back to the baby, and at last he said confidentially to me, (for we had become fast friends by this time,) "Isn't it funny to think that I was ever so small as this baby; and papa says that then mamma was almost a little girl herself."

The two other children were toiling up and down the railroad track, picking ox-eyes, daisies, buttercups, and sorrel. They worked like beavers, and soon the bunches were almost too big for their hands. Then they came running to give them to their mother. "Oh, dear," thought I, "how that poor, tired women, will hate to open her eyes! and she never can take those great bunches of common, fading flowers, in addition to all her bundles and bags." I was mistaken.

"Oh, thank you, my darlings! How kind you were! Poor, hot, tired little flowers, how thirsty they look! If they will only try to keep alive till we get home, we will make them very happy in some fresh water, won't we? And you shall put one bunch on papa's plate, and the other one by mine."

Sweet and happy the weary and flushed little children stood looking up into her face while she talked, their hearts thrilling with compassion for the drooping flowers and with delight in the giving of their gift. Then she took great trouble to get a string and tie up the flowers, and then the train came, and we were whirling along again. Soon it grew dark, and little Annie's head nodded. Then I heard the mother say to the elder boy, "Dear, are you too tired to let little Annie put her head on your shoulder and take a nap? We shall get home in much better case to see papa if we can manage to give her a little sleep." How many boys of twelve hear such words as those from tired, helpless, over-burdened mothers?

Soon came the city, the final station, with its bustle and noise. I lingered to watch my happy family, hoping to see the father. "Why papa isn't there!" exclaimed one disappointed little voice after another.

"Never mind," said the mother, with a still deeper disappointment in in her own tone; "perhaps he had to go to see some poor body who was sick." In the hurry of picking up the parcels and the sleepy babies, the poor daisies and buttercups were left forgotten in the corner of the rack. I wondered if the mother had not intended this. May I be forgiven for an injustice! A few minutes after, I passed the little group standing still just outside the station, and heard the mother say, "Oh, my darlings, I have forgotten your pretty bouquets. I am so sorry! I wonder if I could find them if I went back. Will you all stand still and not move from this spot if I go for them?"

"Oh, mamma, don't go, don't go. We will get you some more. Don't go," cried all the children. "Here are your flowers, madam," said I. "I saw that you had forgotten them, and I took them as mementoes of you and your sweet children." She blushed and looked disconcerted. She was evidently unused to people, and shy with all but her children. However, she thanked me sweetly and said:

"I was very sorry about them. The children took such trouble to get them; and I think they will revive in water. They cannot be quite dead."

"They will *never* die!" said I, with an emphasis that went from my heart to hers. Then all her shyness fled. She knew me, and we shook hands, and smiled into each other's eyes with the smile of kindred as we parted.

As I followed on, I heard the two children, who were walking behind, saying to each other, "Wouldn't that have been too bad! Mamma liked them so much, and we never could have got so many all at once again."

"Yes, we could, too, next summer," said the boy sturdily.

They are sure of their "next summers," I think, all six of those souls—children and mother and father. They may never again gather so many ox-eyes, daises, and buttercups "all at once." Perhaps some of the little hands have already picked their last flowers. Nevertheless, their summers are certain. To such souls as these, all trees, either here or in God's large country, are Trees of Life, with twelve manner of fruits and leaves for healing; and it is but little change from the summers here, whose suns burn and make weary, to the summers there, of which, "The Lamb is the light."

Heaven bless them all, wherever they are!—*Pennsylvania School Journal.*

CULTIVATE THE SOIL AND MIND.

Under this head *Rural Home* says: During the growing season the most urgent business of the farmer is to attend to the cultivation of the soil, and he who allows politics or pleasure or other matters to have precedence of the pressing business of his vocation will hardly be likely to make farming successful. We do not say that it is necessary that he should dismiss everything else and give his thoughts and efforts exclusively to his business, but he should make other claims, except the call of duty, subordinate to business.

The farmer who, in seed-time or in harvest, neglects his work to talk politics, or attend political gatherings, or to attend horse-races, or to make pleasure-tours, or even to read the papers, will be very likely to find his profits diminising, if not disappearing altogether. Competition in all branches of business is so active at the present day that to succeed a man must devote his best energies of mind and body to the work he has chosen as his life's vocation.

Still, the number of hours in 24 which a man may profitably devote to business is limited. It is doubtful whether, if a man should labor seven days in a week, he would accomplish as much in a year as he would to rest one day; and it is also doubtful whether, if he should labor all of his waking hours, except what was required for eating his meals, he would do as much in the course of the year as he would by laboring a less number of hours, daily, and devoting some time to resting the body and improving the mind. Even in the longest days of summer the farmer who is determined to keep pace with the events of the day, will find time to read the really important news without neglecting his interests, and in the shorter days of autumn and winter he has more time for reading than one engaged in almost any other great business or profession.

The farmer's daily labor in cultivating the soil does not unfit his mind for reading and study, as do many kinds of business. True, a farmer may labor so hard, may so exhaust the body that it will react upon the brain, and indispose him for thought or study; but that is hardly necessary, now, with machinery to relieve him of his heavier work. We find some of our soundest thinkers and best improved minds among those who labor daily on the farm.

It being admitted that the farmer has considerable leisure for reading and study, and that his labors, wisely performed, increase rather

than lessen his capacity for study, it becomes a question of the highest importance how to employ that leisure to the best advantage, or, in other words, what is the most profitable kind of reading. If it could be truthfully said in the days of Solomon, "Of the making of books there is no end," how much more now when tens of thousands of steam presses are constantly running off circulars, newspapers, pamphlets, magazines, and books.

It certainly requires the exercise of a discriminating taste and sound judgment to decide what kind of reading to indulge in. The destiny of a young man, in our opinion, depends more upon how he employs his reading than his working hours. Most of us, when we are reading, are in contrct with more powerful minds than our own and are liable to be influenced by them for good or for evil.

It is impossible to recommend a course of reading adapted to all, for the mental constitution of the subject should be taken into consideration. Some minds have a metaphysical turn, and delight in the study of theology, psychology, ethics, the mysterious operations of the invisible man, while others prefer physics, those more tangible subjects which are directly appreciable by the senses.

We commenced this article, however, to deprecate the tendency to light, transient, superficial reading. Newspapers and magazines devoted to such a great variety of subjects, and afforded at low rates, have multiplied to such an extent of late years as tempt all readers, farmers as well as others, to indulge more in that class of reading than is really advisable. It is certainly gratifying to be able to sit down in the evening and read what has transpired in all the great centres of the civilized world, but is not much of the matter which fills the daily press not only useless to the mind but positively evil? The tales of crime of every grade and species, of accidents, of destitution and misery borne to us on the wires from every quarter of the globe, can be of but little use to the mind.

The farmer who wishes to make the most of his leisure for reading will consider carefully how much of this superficial reading matter he can dispense with to advantage, and substitute therefor those substantial works that have withstood the tests and criticisms of years if not ages, and are preserved as the result of the best thought and investigations of those who have gone before us. Ancient and modern history, biography, literature, science, religion, art, all of those great subjects which interest, instruct, and develop man, have

been illustrated by great minds, and are accessible to nearly every one who desires to attain them.

The farmer should seek to gain all possible knowledge of his own business. Those sciences which throw any light upon agriculture, such as chemistry, vegetable physiology or botany, physical physiology, meteorology, &c., are directly in his line, while good agricultural papers will keep him informed upon all improvements and new discoveries. By making the most of his leisure for reading, and in thus holding intercourse with the best minds the world has produced, the farmer has a partial compensstion for the loss of some of the social priviliges which the townsman enjoys.

HOME STUDIES.

The society to promote studies at home is now three years old, and its short life is full of good works. Its object is to encourage young women to devote a part of every day to systematic and thorough study; and its method is the arrangement of courses of reading and study, with proper directions and advice, and the yearly distribution of certificates of progress from the examiners and managers. Student members must be at least seventeen years old, they must pay two dollars annually for printing, postage, etc., and they are expected to try honestly to devote a certain time to their work. It is thus a purely voluntary association, and implies a sincere interest in the object. Indeed, there is no conceivable reason why any one who does not wish to share the advantages of the society should trouble herself to join it, as there is no collateral benefit except that which springs from hearty co-operation. Whoever wishes to join as a student can procure a programme of studies from Miss Ticknor, 9, Park Street, Boston; and having selected a course of study, she receives special directions. The term of study and correspondence is from October 1 to June 1. In June a wholly optional written examination takes place in Boston, and students are invited to send essays in English, French, or German on subjects of their own choice.

This, as Mr. Higginson truly says, is merely organized aid given by the elder and more experienced to the younger and inexperienced. The results are very gratifying. During the first year there were forty-five student members; during the second, eighty-two; and during the last year there were 298, living in 162 places, in twenty-eight States and Canada, and a far as Florida and Louisiana. Of this num-

ber, sixty-seven per cent., or 204 students, have done satisfactorily. The average time of study has been eight hours weekly; the largest time, about five hours daily; and the smallest, two hours weekly. The studies have been history, English literature, science, art, German, and French. The committee now includes members from Maine, New York, and New Jersey, as well as from Massachusetts, and as the good work goes on there will undoubtedly be other chief local centres. The object is very simple. It is mainly judicious council for those who really desire it, and a more sensible and useful society for the purpose we do not know.—EDITOR'S EASY CHAIR, in *Harper's Magazine for November.*

A NORMAL CLASS AT THE UNIVERSITY.

[The following we take from the report of the last board of visitors to the State University, just published in the annual report of the regents :]

We hold it worthy of careful consideration whether the establishment of a Normal class limited to graduates, be not a positive want of our University, considered as the crown of a connected state system. The existing Normal Schools are not restricted to college graduates, and they train for teaching in the common school branches only. Their value is not to be therefore underrated. But the common schools do not usually profess or attempt to fit pupils for college or University. Between the usual school course and the collegiate course is a broad hiatus which must at present be bridged over by a preparatory department, awkwardly and expensively prefixed to the collegiate course, a serious draw-back upon the upward growth and vigor of the college proper. A Normal class for graduates only would in time contribute a grade of teachers of higher acquirements and of higher aims and sympathies, than find satisfaction in the ordinary range of common-school study; of teachers not only qualified to prepare pupils for direct admission to collegiate classes, thus hastening the day for the exsection of the preparatory department, but because and by means of their own experience, appreciating daily manifestation and advocacy of higher and fuller education, the more anxious and certain to labor efficiently in originating and habituating in parents and in children a growing demand for higher skill in teaching and higher opportunity for learning.

Such a corps of recruiting officers must be ambitious and able to swell the ranks from which they rose, and if in their beginning, the reflex effects should be slow in appearing at the University, it will be but the usual experience of those whose duty it is, in the fullness of faith, to cast their bread upon the waters, not expecting returns until after many days.

Most certainly such an effort must tend to realize the ideal of all thinking educators—the raising of teaching to a recognized and honored rank among the liberal profession. Should the only result be but a good real elevation of the standards of common school instruction and instructors, would such result be unworthy to have originated here?

ANIMAL WONDERS.

In each grain of sand, there are marvels; in every drop of water a world. In that great spectacle called Nature, every being has its marked place and distinct role; and in that great drama called life there presides a law as harmonious as that which rules the movement of the stars. Each hour removes by death myriads of existence, and each hour produces legions of new lives. The highest as well as the lowest organism consumes carbon and water to support life and its duties, and it is not uninteresting to glance at the food, the habits, and the ways and means, peculiar to some of the inferior animals. From the petrified ejections we know what such fossilized reptiles as the plesiosaurus, etc., are, and may some day be able to discover the fish and crustacea they hunted down. Animals, when not living by their own respectable efforts, are either parasites or dependents; many would seem to have positive trades, or are connected with branches of industry. There are miners, masons, carpenters, paper manufactures, and weavers, lace-makers even, all working first for themselves, and next to propagate their kind. The miners dig into the earth, form natural arches and supports, remove the useless soil: such as mole, the chinchilla of Peru, the badger, the lion ant, as well as certain worms and mollusks. The masons build huts and palaces according to all the rules of architecture, as the bees and tropical ants; there are fish that construct boats that the waves never can upset, and Agassiz has drawn attention to a fish which builds its nest on the floating sea-weed in the middle of the ocean, and deposits therein its eggs. The wasps of South America fabricate a sort of paper or paste-

board. Spiders are weavers as well as lace-makers; one species constructs a diving-bell, a palace of lace. When the astronomer has need of the most delicate thread for his telescope, he applies to a tiny spider. When the naturalist desires to test his microscope, he selects a certain shell of a sea insect, so small that several millions of them in water could not be visible to the naked eye, and yet no microscope has yet been made sufficiently powerful to reveal the beautiful variegated designs on the atomic shells! Aristotle remarked, and he has since been corroborated, that a variety of plover enters the crocodile's mouth, picks the remnants of food off the animal's tongue and from between his teeth. This living toothpick is necessary, as the tongue of the crocodile is not mobile. The Mexican owl, when enjoying a siesta, puts itself under the guard of a kind of rat, that gives the alarm an the approach of danger. Parasites are everywhere, depend on no peculiar condition of the body, and are as abundant in persons of the most robust as of the most debilitated health. They are at home in the muscles, in the heart, in the ventricles of the brain, in the ball of the eye. They are generally either in the form of a leaf or a ribbon, and are not necessarily, as was once supposed, confined to a special animal. The parasites of fish have been detected living in the intestines of birds; and there are some that, for the purpose of development, must pass into the economy of a second animal.—*Domestic Monthly.*

THE PUBLIC LIBRARIES OF EUROPE.

There are ninety-four public libraries in Europe, which contain more than 100,000 printed volumes each, and whose collections number in the aggregate more than 21,000,000 volumes. Many of them have, in addition, thousands of valuable manuscripts. Of these great storehouses of learning, the National Library of Paris is the largest, it containing 2,000,000 printed volumes and 150,000 manuscripts. The second position is disputed by the library of the British Museum and the Imperial Library af St. Petersburg, each of which claims to possess 1,100,000 volumes. The next position among the great collections of the world belongs to the Royal Library of Munich, with its 900,000 volumes. The Royal Library of Berlin has 700,000 volumes; the Imperial of Vienna, 600,000; the Royal of Copenhagen, 550,000; the Royal of Dresden, 500,000; and the Royal of Stuttgart, 450,000. Next in importance are the great University libraries of

Cambridge and Gottingen, each of which possesses 400,000 volumes. The University of Breslau has 350,000; the Bodleian of Oxford, 310,000; and the Advocates of Edinburgh, the Grand-Ducal of Darmstadt, and the City of Strasburg, 300,000 each. The following contain 200,000 volumes or more: the Arsenal and St. Genevieve of Paris, the University of Bonn, the city of Hamburg, the University of Heidelberg, Jena, Konigsberg, Leipsic, Munich, and Tubingen, respectively; the Ducal of Wolfenbuttel, the National of Pesth, the University of Bologna, the National of Florence, Naples, and Madrid, respectively; the Royal of Brussels, and the Universities of Copenhagen and Christiana.—*Domestic Monthly.*

OFFICIAL DEPARTMENT.

OPINIONS.

MISCELLANEOUS.

Q. Can a resident pupil be excluded from school because previous tuition due for him, as a non-resident pupil, has not been paid?

A. Certainly not; whatever claim may lie against the parent it is not to be satisfied by depriving the child of his rightful school privileges.

Q. If the directors and clerk sign a contract with a teacher, and the next day the treasurer elect files his bond, and signs the contract also, is the contract legal?

A. The better way would have been to have waited a day, and got a meeting of the full board, but the contract must be considered sufficient and binding, the treasurer assenting to it.

Q. What is the law as to the pay of district clerks?

A. The district at any annual meeting may vote a compensation of from five to ten dollars, if it chooses.

Q. There being a vacancy in the office of district clerk to fill, A received the most ballots, but B claimed that he was legally elected because the ballots cast for him alone read, "to fill vacancy." What is your decision?

A. A was elected. It was not necessary to put the words mentioned on the ballots.

Q. When does the loss of school money accrue to a district that does not maintain school five months by a qualified teacher?

A. The district is not entitled to share in the apportionments made in March and June next following, which apportionments are always upon the returns of the last school year, ending August 31.

Q. What is the proper and legal way of expelling a pupil from school, for cause?

A. The parent as well as pupil should be notified of the expulsion. If the expelled pupil will not leave, or persists in coming to the school, he may be removed by force, by the teacher, or any member of the board, if deemed necessary for the good of the school.

Q. For what reasons may a teacher be discharged?

A. For gross misconduct, for manifest inability to manage and govern the school, or for such evident deficiency in learning that he cannot teach it properly.

Q. Is there any law as to building fires and sweeping the school-house?

A. The board must keep the school-house "in good condition and repair" when there is a school. (Sec. 49.) This covers fires and sweeping. In country districts these things are generally attended to, we suppose, by the teacher and the larger boys and girls. If not, the board should see to them.

Q. If taxes are paid in to the wrong district, how can they be recovered?

A. They should be paid over where they belong, as soon as the mistake is discovered. If this is not done the money may be obtained by suit against the district.

Q. Our ex-treasurer presented a bill for three years services; will the board be liable to a fine if it is paid?

A. Yes, under sections 136 and 134.

POWERS OF COUNTY SUPERINTENDENT.

Q. Can a county superintendent compel the attendance of witnesses and administer oaths in case of a trial of charges against a teacher?

A. No such power is given to him. The exercise of strictly judicial powers is conferred and regulated by the constitution. The function of a county superintendent, in the matter of granting, withholding or annulling certificates is rather administrative than judicial in its nature, though in the latter case he may proceed somewhat in the manner of a judicial officer. As to the administration of oaths, a justice or notary may be asked to officiate, if the parties desire it.

Q. Can a county superintendent order the erection of out-houses on school-house premises?

A. He may reasonably be held to have this power under the provisions which authorize him to direct alterations, or repairs needed, and the abatement of any nuisance on the premises.

Q. Can a county superintendent annul the certificate of a teacher who has cruelly beaten a pupil, but is still kept in the school by the board?

A. The fair presumption would be that the board thought there was great provocation for the beating if they sustained the teacher; but if on investigation it appeared that the teacher was an unfit person to hold a certificate because of an ungovernable temper and wantonly cruel disposition, the certificate should be annulled. One chastisement of a pupil however, though excessive, if administered after much provocation, would hardly prove wanton cruelty, though it might indicate want of coolness.

USE OF SCHOOL-HOUSE.

Q. Can a school-board allow the school-house to be used for the lodge-meetings of a temperance organization?

A. Such use is is not inconsistent with the law, but the privilege should not be promised or granted so frequently or constantly as to interfere with the reasonable desire of other parties to use the house for meetings.

Q. Can a board allow a private school to be taught in the school-house, when not wanted for the public school?

A. This was not contemplated in the act which allows meetings to be held in public school-houses. The State does not in any way oppose or hinder private schools, but it cannot be said to be her policy to encourage them. Her policy is rather to make public schools so good that private ones will be unnecessary. Where however it is customary to allow the school-house to be thus used, by general consent, no one outside the district is likely to complain.

FREE HIGH SCHOOLS.

Q. Must scholars admitted into a free high-school on examination last year be examined again this year?

A. Not so far as any requirement of the free high-school law is concerned.

Q. If a district maintains a free high school and draws money from

the State, does it in consequence lose any part of its share of state or county school-money?

A. It does not.

MONEY PAYABLE FROM OLD DISTRICT TO NEW.

Q. Can an old district at once pay a new one set off from it, its share of valuation of property, if it has funds on hand?

A. It can have no funds on hand for such a purpose. It is not lawful to do any other way than to follow the law in the matter.

Q. Suppose an order for a new district is passed in November, but does not take effect till the 1st of April, is it right not only that the amount due should at once be determined, but a tax voted, returned, assessed and collected, to pay the new district its share of the value of the property?

A. No, there is no new district, having any claim, until the 1st of April. That will really be the "time of division."

THE CHART SWINDLE.

Q. Suppose an agent gets two of the district officers to agree to buy charts and to sign an order, payable to bearer, and the charts are not sent on by express as agreed, and the treasurer refuses to pay for them, can the money be collected from the district?

A. No, the transaction was illegal, and no doubt the agent knew it. If legal, non-delivery would bar any claim for them.

Q. If sent on by express, and refused by the district, could payment then be enforced?

A. It could not.

TENURE OF OFFICE.

Q. Suppose B is elected district treasurer, files his bond and enters upon his duties. After awhile it turns out that he is an alien. Is the office to be considered vacant and filled by appointment?

A. Although a legal investigation, on a *quo warranto*, might result in pronouncing him ineligible to to hold the office, yet until such investigation so declares, he is to be considered *de facto* treasurer. Should another person be appointed or elected to the office while B is exercising it, issue could then be taken. (1 P. Wis., 77.)

Q. A county superintendent elect takes his oath, and on the first day of January goes to the office of the county clerk to file it, but he being absent, he does not file it until a day or two after, does he lose the office?

A. It cannot reasonably be so held. The requirement that he enter upon his office the 1st day of January is directory, not mandatory, as in the matter of the filing of a district treasurer's bond within ten days. The superintendent would hold his office, though his oath should not be filed for a few days after January 1.

EDITORIAL.

A STATE SCHOOL SYSTEM.

Ideas, after being held sufficiently long in solution, tend to crystalize into concrete forms; first in expression, then in realization. An instance of this is seen in the appointment a year ago by the association of a committee on a "State school system," in the report of that committee at the late session (printed in this number), and in the pendency of a bill before the legislature proposing, as the first step towards a State school system, a State school tax. The ideas covered by the report alluded to have long been floating in the Wisconsin educational brain. They have all been recommended by State Superintendents or committees of the association, and some of them presented before the legislature.

But we have never before got so near to feeling that a compact, vigorous, symmetrical State system is both necessary and practicable. The teachers and superintendents of the State assembled together have never before seemed so much disposed to abandon mere theorizing, and to take up and consider something definite and practical; or, as the superintendent of the second district of Dodge county, Mr. Delany, so happily expressed it, to quit skirmishing and give battle.

It is earnestly to be hoped that the bill for a State school tax will become a law; and that while this and succeeding legislatures give us, one after another, broad, comprehensive, salutary enactments, they will have done with all tinkering, and will not only reject all one-sided, unequal and therefore unjust propositions, such as tend to favor those who need no favors, but will exscind all such features of our school system now in existence.

A State system of schools has to do with the following fundamental features:

1. The provision of funds; so raised, as far as taxation is concerned, as to make the burden equal, and so distributed as to promote a sufficient amount of schooling and a more general and regular attendance of all children of school age.

2. The determination of the period of school age, which may more reasonably begin at 5 than 4, and end at 21 than 20.

3. The grading of the schools, as far as practicable. requiring in each town of moderate population, a central grammar school, and providing for high schools where not now accessible.

3. Territorial divisions, which should follow the civil division of towns, cities, and counties, unless there be good reasons for variation, which is the case in regard especially to some counties. It is not in itself desirable that smaller villages and cities be under separate jurisdiction from the towns and counties.

4. Provision for school-buildings, furniture, books, apparatus, etc., the gen

eral plan for all which should be such as to secure uniformly enough of the best. Ontario has solved this problem admirably, in part.

5. The training and adequate supply of teachers, which would best be secured by adopting the plan of pupil-teachers and of intermediate seminaries, antecedent to the Normal schools proper. This would finally supersede the institute system, which is only a temporary make-shift.

6. The placing, payment, and promotion of teachers, with provision for those who render life-service, and a proper recognition of the difference between the work required of head teachers and subordinates.

7. Adequate local supervision, which naturally follows territorial divisions, and the admistrators of which should be appointed for fitness—not elected by political machinery. It is quite possible that a new and larger division of territory, corresponding perhaps to our Normal districts, would be useful for general supervision, including examination of teachers.

8. Efficient, permanent, central supervision, clothed with such wisely guarded powers as would make it known and felt that the State establishes, supports and controls the schools, and insists that they shall every where be so excellent and efficient as to be worthy of the State.

Of course we know perfectly well that an immense work is to be done before we can reach these results, but the indications are auspicious for beginning in earnest. Let us hope for the State tax this winter, and the town system next.

A STATE SCHOOL TAX.

A bill has been introduced into the lower house of our legislature, providing for a uniform State tax of two mills per dollar, for the better support of the common schools. There is a provision that one-half the proceeds shall be distributed on the basis of the school population, as the income of the School Fund is now distributed; and the other half on the basis of the number of children actually attending the public schools for a time aggregating not less than sixty days, during the year. We earnestly hope this bill will become a law.

Some of the reasons why a State school-tax should be secured are given in the report of the committee on a "State System of Education," printed in this number, and to which we invite special attention. We propose here to give a few facts *illustrative* of the statements there made—facts which we doubt not will be somewhat surprising to many of our readers.

The assertion is made in the report that "in rural as compared with village and city districts, the poorer school is very generally supported by the higher tax" Let us give a proof in support of this very moderate statement. A member of the present legislature, residing in a rural district of one of the newer counties of the State, there owns and lives upon a quarter section of land whose assessed valuation is less than $900. Upon that valuation he pays a school tax of *seven per cent.*, amounting to a regular annual tax of about *sixty dollars*. This gentlemen informed us that he knew persons in the same portion

of the State whose ordinary school-tax is *ten per cent.* on the assessed valuation. To the district of which we speak went last year, from the income of the school fund. the munificent sum of about ten dollars to relieve the burden of local taxation. The school in the district continued six months, and was probably not very efficient.

On the other hand, the school tax in the city of Milwaukee, for the support of an admirable system of schools, supplied with the best teachers, with thorough supervision, and open to the children ten months in the year, is, according to the last report of the United States Commissioner of Education, just received, $1\frac{85}{100}$ *mills per dollar* of assessed value. Had the farmer above referred to lived in Milwaukee, and there possessed property of the same assessed valuation as his quarter section, instead of paying a school tax of sixty dollars, he would have paid just *one dollar and fifty eight and a half cents.* Such are the benefits arising from a concentration of wealth. Are not the words of the committee justified?

But it may be said that we have mentioned extreme cases. We are glad to believe we have. In no other way could we possibly excuse the delay in providing the remedial legislation which both justice and the common self-interest of the State at large have long been demanding. But let us take an average illustration. In a town of one of the older counties of the State, the rate of taxation for school purposes is reported as ranging from 9 mills in one district, to 15 mills in another, giving for the eight districts, an average of 12½ mills on the dollar. In another town of the same county, the rate is reported as running from a minimum of 8 mills in one district, to a maximum of 30 mills in another, showing an average of 15¾ mills for all the districts.

On the contrary, the rate of taxation for school purposes in the cities of Madison and Janesville, as given in the same Commissioner's report, is 4 mills per dollar of assessed value. Add the facts that in these cities the schools are excellent, and are open for nine or ten months in the year, while in the rural towns they are much shorter in duration and greatly inferior in character.

With such facts as these meeting us on every hand, is it surprising that we advocate a measure of justice and relief already approved and adopted by some twenty-six States of the Union? Is it surprising that the Superintendent of Public Instruction has strongly urged in both his published reports, a larger measure of State support for a system of education which is believed to be the very corner-stone of our national prosperity and even perpetuity?

A few more questions. Has this state of things nothing to do with the blight that has fallen upon agricultural life, diminishing profits, lessening hope, withholding culture, urging removal to cities and villages, and dooming country life to greater cheerlessness, poverty, and degradation? Does this state of things contribute to the rapid settlement of the undeveloped portions of the State? Finally, is it for the best interests of our cities that country districts should longer pay from four to fifty times more for that culture which the State professes to guarantee to all, "as nearly uniform as practicable," and which it professes to hold essential for the common welfare?

READING FOR TEACHERS.

We have frequently urged upon teachers the duty of constant intellectual self-activity and growth. This is indispensable to their professional success, and equally indispensable to their own intellectual salvation. We believe we said truly last month that, "As soon as one ceases to be a student, a learner, he begins to lose the qualities that make his thoughts fresh, his example contagious, his presence a power." He cannot be a good teacher who does not cultivate and keep himself intellectually vigorous. We now go further and say that the constant contact with childish minds which the teacher's work necessarily involves is *intellectual degradation to the one who has no antidote in some form of intellectual activity outside of the class room.* This is a terrible truth too often overlooked.

Can we, then, too frequently or too earnestly commend to teachers the prime duty of self-culture? Can the JOURNAL better serve their interests than by indicating those sources of intellectual refreshment and strength which exist in first class periodicals and books? We believe it cannot, and we are glad to know that suggestions in this direction are interesting and fruitful to not a few of our readers.

We spoke last month, in terms of high and deserved commendation, of a unique political and literary paper which we most cordially commended to superintendents and intelligent teachers. In previous issues we took occasion to commend to the same class a certain newspaper of exceptionally high character—the *New York Evening Post.* It gives us pleasure this month to speak of another periodical, representing an entirely different field, and being in that field without a rival on this side of the Atlantic.

No less heartily and unreservedly than we commended the periodicals already mentioned, do we express our warm appreciation of the *Popular Science Monthly*, a journal that admirably represents what is perhaps the most wonderful feature of modern civilization. This monthly is peculiarly instructive and useful to teachers. Among its papers are frequently some specially pedagogical in title and scope, while every number abounds in matter more or less intimately related to nearly all the subjects taught in the schools.

We cannot better show this than by giving the titles of some of the articles in the February number now before us. These titles alone indicate that none more surely than teachers are called by professional and personal taste to the periodical feast provided by this admirable journal. We find in the current number the following: "The Trial of Galileo"; "Distance and Dimensions of the Sun" (illustrated); "Education as a Science"; "Ups and Downs of the Long Island Coast" (illustrated); "An American Astronomical Achievement"; "Nature and Life in Lapland"; Physiology of Mind-Reading"; "Compressed-Air Locomotion"; "Gas Manufacture and Gas Companies." Add the "Editors Table," "Literary Notices," and "Popular Miscellany," the latter with its interesting paragraphs on "Talking by Telegraph," "How to reach the Pole," "Classification of the Races of Men," "The American Geographical Society," "Hygrometers," "The Studies of an Engineer,"

"Absorption of Nitrogen by Plants," etc., etc., and we have in this single issue, a collection of instructive and interesting articles worth the cost of the year's subscription, and more valuable to no one than to the wide-awake, earnest, progressive teacher.

While our own school education was chiefly confined to the "classical course," with its predominent literary element, and while we firmly believe the "Humanities" must ever be the *basis* of the culture that most broadly and thoroughly develops the man; we yet have a profound appreciation of and respect for the knowledge, the methods, and the workers of this new domain over which preside the clear-eyed, patient, fearless, impartial genii of Investigation and Experiment. The scientific spirit and the scientific method cannot be too highly praised. We believe they are among the mightiest of civilizing and refining agencies. The world owes to them more than it has yet known how or ventured to admit. To diffuse this spirit and this method still more widely is to further ameliorate man's condition, further advance human civilization.

Then let Science be one of the fountains at which the teachers of children shall get both knowledge and enthusiasm. Let them not fail to keep themselves in communication with advancing discovery and thought in the scientific world, and let them be assured that no other publication is so exactly adapted to their needs in this direction as the *Popular Science Monthly*.

We shall pursue this subject further, indicating some of the best sources of more strictly professional instruction, in pedagogical books and journals.

SMALL COLLEGES.

The JOURNAL for November last contained a paper with the above title, which was read at the July meeting of the Association, by Mr. Dwight Kinney. The paper is a defense of small colleges against the aspersions of the friends of big colleges, i. e., universities, like Cornell University, those of Wisconsin, Michigan, etc. Mr. Kinney had an excellent subject, which he treated with interesting and useful results.

One point brought out clearly in the essay is worthy of special notice. President White and the other enemies of "small" and "sectarian" colleges are constantly finding an argument against them in the great universities of Germany. Says the Cornell President: "The main condition of advanced education is concentration of resources. * * Imperial Prussia sees this, and has but eight universities. The United States has not seen it, and the last report of the bureau of education shows that we have over three hundred and sixty institutions bearing the proud name of College or University." Now Mr. Kinney clearly shows that the colleges and universities of the United States, and even of England, correspond to the German *Gymnasia*, in the extent of their work; and this is, in general terms, indisputably true. He also shows that we have not in America yet organized any true University instruction, in

the German sense of the term and the thing. This is also indisputably true. The Hopkins University, now being organized in Baltimore, is the first real attempt to establish in this country a university of the German grade or type.

Mr. Kinney then proceeds to show that Germany has five hundred and sixty-four gymnasia—full counterparts of our colleges—and four hundred and eighty-one real—schools, with a nine years course of study, and differing mainly from the former only in the degree of attention paid to classical studies. He then adds, most pertinently:

"Thus the German collegiate institutions number one thousand and forty-five. In Gen. Eaton's report for the same year, the number of collegiate schools in the United States is given at three hundred and forty-three. The two countries do not differ materially in population. Hence we may say that Germany admonishes us of the excessive number of our colleges by maintaining three times as many similar schools for the accommodarion of an equal number of youth."

It is thus made to appear that instead of seeking to swallow up and destroy the "small," the friends of the big colleges should (1) object only to the *name* of the former, and (2) should "look to home" and make their own institutions something more than merely *big* "gymnasia." The name, however, is of comparitively little account. A rose under any other name, etc.

Mr. Kinney has done good service for a (in some quarters) despised, but most useful class of schools. His arguments are all good. We have as our readers know, been constantly friendly to the class of colleges he defends. They are as a whole, doing inestimable service to the cause of education. We wish all at present existing in this State could be speedily put on enduring bases by the needed endowments.

We say this and mean this, while profoundly mindful of the interests of our State University, and profoundly believing in the theory upon which the latter was founded. Facts confirm the convictions of our reason. The University of Michigan is at present the largest and most successful State University in America; yet only the other day we read of the completion of the endowment of one of the private ("small, sectarian") colleges of that State—an endowment among the few largest in the West, and which makes that College as enduring as the University itself.

We shall publish next month a letter from an American graduate, now studying in one of the German Universities, which throws some light upon the subject of this article. The author is one of the best classical scholars ever graduated from a western college. He gives some pertinent facts showing the relative character of a *true* University, as it is found in Germany.

We have found Johnson's HEALTH LIFT, (sold by J. W. Schermerhorn & Co., 14 Bond St., New York) of much benefit. Exercising the muscles of the trunk as well as of the limbs, it tends very directly and certainly to equalize the circulation, and to obviate difficulties incident to sedentary habits, such as undue flow of blood to the head, sleeplessness, constipation, cold feet, etc. Judiciously and regularly used, it is decidedly a good thing.

WARMING AND VENTILATION.—II.

Our readers are referred to the January number for the first article, presenting a method of warming a school-house, by warm air from beneath. To what was there said it may be added, that if the air-chamber is built like a hopper, the air will rise and be diffused beneath the floor more readily. Additional warmth will be utilized if the space immediately over the smoke-pipe, as it goes to the chimney, is left unceiled. As the basement should be lighted, so one or more windows in the air-chamber will be useful. For a school-house with two or more rooms, two or more heaters may be used, if preferred.

Let us now consider the subject of the constant ventilation of the school-room. A simple method of doing this, during the time that fires are maintained, is by means of the chimney. At the top of the school-room, let an opening be left in the chimney, say one foot square, or its equivalent. It will be better if the bricks at the top and bottom of the opening are beveled upward. Into this opening is to be fitted very nicely a valve, exactly balanced horizontally, on a piece of thick wire, the ends or gudgeons fitted into suitable sockets, inserted in the brick-work. The valve may be made of good Russia sheet-iron, and should be weighted, at the top and bottom, with a piece of iron rod. It must be fitted so that there is the least possible friction, and so as as not to touch the brick-work when working.

The draft of the chimney will cause the valve to open, and a considerable current of air will flow from the top of the room into the chimney. In case a current of air descends the chimney, the valve will close, and prevent the escape of smoke.

At the bottom of the room, another opening may be left, into which an ordinary register may be fitted. This will admit the escape of air from the room into the chimney and assist in the ventilation, but need not be used except during the last hour of the forenoon and afternoon, when the air is most vitiated. At other times it should be closed.

If the pupils all take recess together, a salutary renovation and freshening of the air of the room may be effected by throwing open doors and windows; also at noon-time. By no means let this be neglected night and morning, as suggested last month. If a school-room is constantly and thoroughly ventilated, twice as much work can be done as in the atmosphere of an ordinary one, and with the manifestation of far less nervous irritation.

If the subject were thoroughly and persistently presented and *exemplified* at our Normal schools, much good would ensue, and when we have superintendents appointed on the evidence of fitness for the office, one part of that evidence should be as to acknowledge of the best methods of securing a proper sanitary condition of the school-room. This should be extended to teachers.

We have by no means exhausted the subject, but leave it for the present.

We would recommend our readers to take note of the advertisement of the *Atlantic*, in this number. The "Portraits" are superb.

EDUCATIONAL MEETINGS.

PRINCIPALS' MEETING.

The convention of City Superintendents and Principals of High Schools, met in the Senate Chamber at 4 p. m., December 28. Convention called to order by Supt. Shaw of Madison, when E. B. Wood, of Oshkosh, was called to the chair, and E. R. Smith, of Burlington, chosen Secretary.

Supt. Shaw then stated the causes that make such an organization desirable; the principal being, that subjects of paramount interest to High School men could not receive sufficient attention in the general association. He suggested that the "Relation of the High School to the University" be discussed, and called upon Prof. Kerr to give his views.

Prof. Kerr gave the requirements for admission to the University, and a few suggestions as to what the High Schools should attempt. Should be glad to see the Preparatory Department abolished. Considers Greek the great obstacle in the way of preparation at the High Schools. Greek is taught in Madison, La Crosse, and Sparta, by extra teachers at slight expense. Recommends the formation of Literary Clubs in towns and villages, for the purpose of reading "Bryant's Iliad" and similar works, to cultivate a taste for classical learning. Would much prefer that graded and high schools should do the preparatory work. Would be willing to allow credit for equivalent studies in which applicants are well prepared. All students coming to the University will meet with every encouragement, but no young man will be advised to attempt impossibilites.

Pres. Bascom next took the floor. He desires to dispense with the Preparatory Department on account of the High Schools themselves. Also for the benefit of the student. The discipline and drill of the High School quite necessary. Such discipline and drill not obtainable at the University. Preparatory students require such drill. University students do not.

I. N. Stewart, of Grand Rapids, is of the opinion that the High Schools should teach German, Latin and Greek.

Prof. Carpenter, takes the ground that Greek should not be required for admission to the University. Would begin Greek in first year of the course. High School boards would not be warranted in using funds to teach Greek to the one or the two pupils who may desire it. The High School make excellent preparation in German and Latin. Prof. C. gave many reasons why *all* the preparatory work should be done by the High Schools. To secure this, the University course ought to be sufficiently modified to allow it.

J. Q. Emery, of Fort Atkinson, does not believe that the High Schools can do the required work in Greek. It would detract from the legitimate work nor would the people pay for it. They feel that they can not afford to.

Pres. Bascom, does not think it desirable to begin Greek in the first University year. If not begun until then, it must continue through the four years to

the exclusion of other important studies. If Greek be not required, it would soon be dropped from all High Schools, much to their detriment. He believes that the High Schools should foster the taste and love for Greek.

Prof. Maryatt, of Kenosha, states that Greek has been dropped from their course, but that in mathematics and the sciences, they give two years more than required for admission, and he considers it a hardship that their students can not receive full credit for such preparation.

O. R. Smith, of Sparta, believes that where good High Schools exist, a little tact on the part of the teacher, will create a taste for Latin and Greek. He began by giving recitations in Latin and Greek after school and evenings, but soon had no difficulty in putting such classes in the regular programme. Such classes have an influence for good in the school. Latin and Greek in his school have raised the standard of the whole school. To throw out Greek would not benefit the High School. If High Schools do not teach Greek, private schools will.

Prof. Carpenter considers German just as useful as the Greek, both for discipline and literary culture. It introduces the student to the broad parallel current of German literature.

Supt. Searing, makes a strong plea for the Greek. The Greek and Latin far superior to the German. The difference is great but indefinable. When he reads Greek, he is a Grecian; when he reads Latin, he is a Roman. German produces no such effect upon him. Many high schools in Michigan, among the best in America, prepare in Greek, and our high schools might and should do the same.

Prof. Wood, heartily agrees with the idea that the study of Greek is beneficial.

O. R. Smith, suggests that teachers can do missionary work in this direction.

Supt. Shaw advocated a permanent organization, and on motion the following were appointed a committee to report a plan of organization at 7 o'clock, p. m.; viz: S. Shaw,). R. Smith, B. M. Reynolds.

On motion, a committee on the Relation of the High School to the University, was appointed, consisting or Messrs. Maryatt, Beach, and Junor, to report at 7 p. m.

Adjourned.

Convention re-assembled at 7 p. m., and Supt. Shaw reported a constitution which was read, and on motion, adopted.

Committee on "Relation of High Schools to the University," submitted their report, the wording of which called out remarks from E. R. Smith, D. Kinney, of Darlington, J. Q. Emery, Supt. Shaw, and Prof. Kerr, and after a few changes, it was unanimously adopted, as follows:

Your committee, to whom was referred the question of the Relation of the High School to the University, beg leave to report:

That, in their opinion, there should be such a close connection between the different parts of our educational system, that pupils could advance directly

from the common to the high school, and from the latter to the university. We would recommend that a three years course in Latin and a two years course in Greek, with the other subjects rendered necessary by such addition, be a part of the regular work in all high schools.

T. P. MARYATT,
W. H. BEACH, } *Committee.*
D. JUNOR,

Proceeded to the election of officers with the following result:

O. R. SMITH, of Sparta, *President.* E. B. WOOD, of Oshkosh, *Vice President.*
D. JUNOR, of Berlin, *Secretary.* SAML. SHAW, of Madison, *Treasurer.*

O. R. Smith read the draft of a constitution, which, on motion, was substituted for one previously adopted. On motion the Secretary was instructed to cast the ballot of the Association for the remaining members of the Executive Committee, as follows: W. H. Beach, Beloit; J. Q. Emery, Fort Atkinson; and I. W. Stewart, Grand Rapids. Those present signed the constitution and paid the membership fee.

The Secretary was instructed to purchase a suitable record book for the Association.

On motion, adjourned.

E. R. SMITH, *Secretary.* E. BARTON WOOD, *President.*

SOME BUSINESS MATTERS.

We desire to return our thanks to subscribers who have promptly renewed their subscriptions, and to those who have also encouraged us by kind words.

We shall be glad to have other subscribers, who have not yet done so, remit the subscription price for 1877, and save the annoyance, on both sides, of that little missive called a "dun." We shall be doubly grateful to any who will send an additional name or two.

TERMS: One subscription, in advance, $1.10; two, $2.10; three or more, $1.00 each.

Subscriptions for 1877 not paid till May 1, or after, $1.25; if delayed till August 1, $1.50.

From the number of persons who discovered that they did not wish to continue, not until after the issue of the January number, we expect that several more, living in Sleepy Hollow, will make a similar discovery, on receipt of this number. This is perfectly right, but we would request those making this discovery to remit 20 cents for the two numbers sent; for really the printers are not willing to print them for us gratuitously.

Subscribers will please remember also that we cannot erase their names or change their address unless they inform us of the post-office at which they have been receiving the JOURNAL—except we happen to remember it.

NEW PUBLICATIONS.

How to Write Letters.—By J. Willis Westlake, A M., Prof. of Eng. Lit. in the Milersville (Pa.) Normal School. Phila.: Sower, Potts & Co.

From the fact that "nearly all the writing of most persons is in the form of letters," and from the additional fact that "in many of our schools this kind of composition is almost entirely neglected," it was apparent to the author, as it must be to every one, that a book on the subject suitable for the school room was really needed. The exceedingly neat volume before us meets the want, covering as it does the whole field of letter-writing. It explains not only good usage, but many little points likely to be overlooked, in writing letters, notes, cards, etc., and presents to young writers a fund of information and direction not otherwise readily accessible; and considering how rare it is to see a letter begun, written, finished, folded and superscribed in a correct and tasteful manner throughout, it must be admitted that the book is likely to do a good service.

Krusi's Industrial Drawing Books. Published by D. Appleton & Co., N. Y.

Krusi's Common School Course in Drawing is well known and highly approved, where introduced. The series before us upon Elmentary Architecture is designed for pupils in higher schools, who have already become proficient in line drawing, with pencil and pen, and in plain tinting and shading. The series consists of 8 numbers, and gives plans, elevations, and working details, and presents an outline of the orders of architecture. While adapted to the wants of the professional student, it meets the demand for some knowledge of architecture, as part of higher educational culture. The series is one of six already issued, embracing other departments of industry, and more are announced. Taken as a whole, Krusi's Drawing Books are more complete and comprehensive in plan, we judge, than any others issued as yet in this country, and the lithographic execution and printing is very fine.

The Domestic Monthly for February contains some quite taking representations of ladies' costumes, and essays on "combination costumes" and various other matters interesting to the gentler sex. The literary contents, which we understand better, are of unusual excellence. The principal attractions are the concluding portions of the novelette, "Our Governess," the opening chapters of an interesting story, "Opals and Diamonds," a story of St. Valentine, and poems by Joaquin Miller and others. The reviews of books exhibit rare critical taste and judgment. The Domestic Monthly is published by Blake & Company, 849 Broadway, New York, at $1.50 per year. Specimen copies, 15 cents.

We have received from Prof. Chamberlin, State Geologist, an interesting pamphlet which is a sort of *avant-courier* of the Report of the Geological Survey. (See Report of Committee, p. 55)

NOTES.

J. Q. Emery, principal at Fort Atkinson, has accepted the post of editor for the Wisconsin Department of the Educational Weekly. He will render good service.

The Normal Schools of the State all have a large attendance. Miss Helen Hoadley and Miss Georgie Spear from Indiana, are new acquisitions to the faculty of the Platteville school.

An intelligent citizen, also a subscriber says, "I am neither a school officer nor teacher, but find two reasons for taking the JOURNAL; first it is worth $1.10; second, it is safe family reading." A word to the wise, etc.

We hereby tender our thanks to those kind friends, all and singular, who have sent us back numbers to make up deficiencies and to complete files for other parties. We still lack a few copies of the September and December issues.

We regret to learn of the resignation of Rev. A. D. Hendrickson, as principal of the Industrial School at Waukesha. He has rendered the State long and most valuable service. His successor, Capt S. J. M. Putnam, of Janesville, is highly spoken of.

Mr. C. M. Bright has been appointed by the State Superintendent to fill the vacancy mentioned last month as occasioned by the resignation of C. W. Packard, superintendent of Waupaca county. Mr. Bright has had experience both as a teacher and editor, and will make a valuable superintendent, we think.

A private letter from Mr. Lucius Heritage, who is now pursuing philological studies in the University of Gottingen, says:

"Any description of the city of Gottingen would be quite unnecessary, for I have seen in your office Hart's "German Universities," and his description of the town and of the "wall" is to the life. The university buildings are located here and there through the city. The auditorium is a fine new structure, and the new museum which is now building is on a magnificent scale With these two exceptions, the university buildings which I have seen look old and quaint. I do not know whether I have seen them all, or not. The library occupies an immense building, but it is now too small and is soon to be enlarged. The university has a thousand or more students."

One of the finest school-houses in Iowa county has been finished in Highland, but no school has been opened this winter on account of an epidemic.

In a certain district in a north-eastern county, of 112 children of school age, 21 were registered and 9 found in attendance. The compulsory man can make a note.

Supt. Walker of Manitowoc county, favors the high-school and text-book laws, but rightly judges that the township system is first needed to give the measures proper efficiency.

We are informed that the graded school in Hortonville, Outagamie county, under Mr. Botensek and Misses Doherty and Steffin, exhibits much improvement, and gives good satisfaction to the people.

Supt. Flanagan, of Outagamie county, says many of his school-districts now purchase text-books and supply them to scholars at wholesale rates, thus securing a uniformity in books, and at half cost to patrons.

We learn with regret of the death of Supt. C. W. Packard, of Waupaca county, whose illness we mentioned last month. Mr. Packard was an experienced, earnest, and valuable school officer, whose death is a loss to the county.

One of the best things at the holiday meeting was the earnest and eloquent plea for civil service reform, and educational service reform, made by Supt. MacAlister, during the discussion of the report on "State Educational System."

Another striking thought was excellently expressed by Mr. Chandler—that a definite course of study for district schools, with a diploma at the end, should be understood as the common minimum preparation for citizenship which the State prescribes.

A bill is now before our legislature which would compel the attendance of all children between 7 and 12 years of age upon the public school not less than 60 days in each year. This would be a little hard on the juveniles who should also attend some private school say three times as long.

The Manitowoc schools are unusually full. The enrollment in Prof. Barnes' building was last term 725, with 230 in the grammar and high school grades.

Prof. Park has proved so far an eminent success as President of the State Teachers' Association. This we believe was the universal sentiment at the recent meeting.

Hon. J. R. McPherson, the newly elected U. S. Senator from New Jersey, was once a pupil in a New York district school, taught by U. S. Senator Angus Cameron, of this State.

In Columbia county, the summer terms grow shorter and the winter terms longer. In July the attendance is but fifty per cent. of that in May. The summer school, Supt. Scott rightly thinks, should begin by the middle of April.

The State Superintendent has appointed Rev. C. H. Richards, of Madison, an official visitor to Platteville Normal School, in place of Prof. J. B. Parkinson, whose duties in the University render it difficult for him to be absent the present year.

The radical and revolutionary paper of Mr. North, read at the December meeting, taking grounds against all support of higher education by the State, finds a good answer in Mr. Lawrence's thoughtful article on "The Higher Education a Function of the State," printed in our last issue.

We intended, in our last issue, to call attention to the paper of Prof. Rankin on "The Doctrine of the Minus Sign," published therein. This is one of the most admirable mathematical papers ever printed in the JOURNAL. We especially commend it to the studious perusal of all teachers and learners of algebra.

That an effective though quiet work is being done in the public school of Horicon we infer, for one thing, from the fact that 73½ per cent. of the children of school age in the district are enrolled, and that the actual attendance is 92 per cent. of the enrollment. This alacrity to be at school is partly explained by the sensible rule that deserving pupils who are in advance of their grade are not held back but promoted as rapidly as they are prepared. F. W. Lund, the excellent principal, has been in charge for several years. His assistant in the High School is Miss R. E. Botson.

A literary society, called the Atheneum, has just been formed by members of the Waupaca High School. We thoroughly approve this action, and echo the hope expressed in the *Republican*, that the citizens of the place will do all in their power to encourage and perpetuate the society.

The School Board of the city of Watertown recently appointed a committee to investigate and report upon the matter of "free textbooks." The committee will report in the spring, early enough so that if the "free" plan is adopted all necessary steps may be taken to carry it into effect at the beginning of the summer term.

Two more towns in Barron county, Cedar Lake and Maple Grove, have adopted the town system, but we are sorry to learn that Shetek has gone back to the old one. The county superintendent Mr. H. J. White, says the county needs *one* system. So does every county, and we hope the better one will at no remote period be established.

The *Whitewater Register* has recently reprinted from the *Buffalo Commercial Advertiser* a very interesting letter from Mrs. Arey, dated San Francisco, Nov. 14, 1876, giving a description of the trans-continental journey to California recently made by President Arey, and herself. The letter is very pleasant reading, and makes us long to make the journey to that marvelous "Land of the Sun."

The graded school, which was recently established at Fall City, Dunn county, is in the charge of H.W. Reed, with Miss Ella Young as assistant. The school is in a prosperous condition.——The new graded school at Downsville, in the same county, is under the supervision of H. E. Ticknor, with Miss M. Shafer as assistant. The attendance is good, and the school is prospering.

At Elkhorn, as we learn, the school is going on prosperously, with Mr. Sprague, in renewed health, again at the head. Something like permanence is being reached. Miss Gibbs of the primary department is serving her fourth year; Miss Spooner, of the intermediate, her third; Miss Edwards, of the grammar, her second; and together with Miss Redington, Mr. Sprague's assistant, they are all reported earnest workers.

We understand that President Bascom, of the State University, has been engaged to deliver a series of lectures before the Lowell Institute, Mass., sometime next year. This is the second time he has been thus honored.

Prof. W. F. Allen, of the State University, has been engaged by the authorities of the Hopkins University, Baltimore, to deliver a course of lectures on History in that institution next winter. This is a high honor both to Professor Allen and to our University. The great Baltimore University selects for its faculty and non-resident lecturers the ablest specialists it can find in the country.

Prof. S. H. Carpenter, L.L. D., of the State University, has in press a little manual entitled, "Elements of English Analysis, illustrated by a New System of Diagrams." It will contain 40 pages, and be sold at 25 cents per copy. In common with the teachers of the State we shall look with no little interest for this new treatise on the English sentence, from a man so peculiarly qualified to discuss it as Dr. Carpenter. The book can very soon be obtained at the above price, of W. J. Park & Co., Madison.

Prof. R. B. Anderson, of the University, has won a national reputation of a high order, through the books he has recently published, His *Norse Mythology* has been a pronounced success, praised by the best critics not only in this country, but in Europe. His *Viking Tales of the North*, more recently published, has added to his reputation, and he is now industriously at work on other volumes which will increase his fame, and add further welcome contributions to English literature from the field he is so industriously and enthusiastically gleaning.

The above are a few facts that happily indicate the high character of our State University. If any one desires more, let him examine the catalogue for the academic year, 1876-7, recently issued by the University authorities. The institution is now one the State should be proud of, should largely patronize, and intelligently foster.

Prof. Reynolds says in a private note, respecting the report of the committee on State System: "That was the best prepared and digested report I ever knew brought before the Association. Great credit is due to the committee, and special credit is due to whatever member of the committee prepared the report. There is something tangible to work on."

In our note last month on the change in the school officers in the city of La Crosse, we said: "The causes of the change we fear were political and personal." We are glad to be assured that we were entirely mistaken.

The *Lodi Valley News* says the Debating Club has become one of the most popular institutions of that pleasant village. Its discussions are uniformly well attended and interesting. The same paper has a report of what appears to have been a successful meeting of the Columbia County Teachers' Association, at Poynette.

The number of distinguished men in this country who in early life "taught school" is surprisingly great. This of course is conclusive evidence that teaching is one of the avenues to eminence. Think of this amid the discouragements of small salaries, uncertain tenure, ill contrived school-houses, multiplicity of classes, etc., etc.

What ground of confidence in the hereafter of our country have we if the "future president" is thus correctly described by the *River Falls Journal:*

"The school bell is heard again, and the future president once more shies the festive spit-ball across the aisle, and then very intently reads his 'rithmetic."

We believe in an educational qualification for voting. Why not, when in Sweden there is an educational qualification for marrying? Young men and women in that country are not allowed to marry until they prove their ability to read and write. Is less intelligence required in the average "sovereign" of a republic, than in the average head of a household?

An intelligent German member of the present Assembly proposes to introduce a bill securing free instruction in the common schools, for a certain number of months, to all foreigners, irrespective of age, who are ignorant of our language, are residents of school districts, and apply for admission to school privileges. We are happily drifting, as he thinks, towards an educational qualification for suffrage (prerequisite knowledge of English reading and writing), and he desires to make the path to such qualification as open and easy as possible. A considerable number of young foreigners over twenty years of age would, he says, gladly avail themselves of the privilege of free instruction in order to learn the language of their adopted country.

Mr. Finn, superintendent of Lincoln county, says: "Let the examination of teachers be taken from the county superintendents and be conducted wholly by the State Superintendent, through persons appointed by him to traverse the State for the purpose. It would be cheaper and better in every respect: it would sweep out of the profession thousands who are not fit or competent to teach, and would leave so many schools open to those who could fill their places with honor and credit to all concerned."

A bill to "compel" the education of children has been introduced into the Illinois legislature. It is essentially the same as the compulsory attendance law of Michigan, which has notoriously been from the first a "dead letter." Compulsion, at the present stage of educational progress in this country, is one of the greatest of pedagogical absurdities. The experience of eleven States has so proved it; yet as there are said to be a few men who still, at presidential elections, regularly vote for General Jackson, we suppose the annual crop of "compulsory" bills may be anticipated for several years to come.

The "Home Contest" of the Oratorical Association of the State University occurred on Saturday evening, January 13th, in the Assembly Chamber, at Madison. Only three contestants appeared, Messrs. Dudley, Gill, and Trusdale, Mr. Todd being absent on account of illness. The judges were Hon. Geo. B. Smith, Judge H. S. Orton, Senator R. E. Davis, and State Supt. Searing. There was a large audience, and the orations of all the young gentlemen were good in every respect. Mr. Trusdale was awarded the first honor and Mr. Dudley the second. The former will therefore represent the University at the State Inter-Collegiate Contest.

We add the following, just clipped from the *Whitewater Register*, as a postscript to the "bit of Centennial romance" given in our last issue. It shows that we merely introduced the "happy denouement" and the "Alpine castle" a trifle too soon,—that is all. The *Register*—prosaic, matter-of-fact historian—says:

Miss Sarah Week who formerly attended the Normal School at this place, was married on New Year's day at her home near Stevens Point, to the Swiss Centennial Commissioner, whom she met at Philadelphia last summer. And so they go—these Normal girls are liable to marry Dukes, Emperors, or Presidents instead of spending their days teaching country schools."

The following gentlemen compose the Board of Examiners for State Certificates for the current year: President W. D. Parker, River Falls, re-appointed; Prof. Albert Salisbury, Whitewater, re-appointed; Prof. S. H. Carpenter, State University, Madison. It is expected that these gentlemen will serve for one, two, and three years, respectively. The annual examination will probably be held at the usual time, the second Wednesday in August, 1877. We shall give next month the full official announcement of the examination, so that the requirements and rules may be well understood some months in advance. Some hundreds of teachers could not do a wiser thing than to commence at once systematic preparation for securing a State certificate.

We cheerfully give place at the desire of the distinguished advocate of Kindergarten training to the following card, which fully explains itself:

"I find that in justice to a sacred cause, I must withdraw my *Kindergarten Messenger* from the New England Journal of Education; because the editor of the latter not only advertises but recommends editorially—without allowing me the liberty of protest and discriminations in the columns under my own editorial responsibility—*a pretension of Kindergarten training* which takes the meaning out of the expressive word by which Frœbel defined the method of his Reform. I will resume my little monthly, whose original 'reason for being' was to describe and explain the moral and intellectual culture that should precede object teaching and book study, and make these thereafter ministrant instead of hindering to a harmonious development of normal growth. As soon as a thousand subscribers shall send me their orders the *Kindergarten Messenger* will reappear, and be mailed post-paid to Americans for $1.00 a year, and to English subscribers for five shillings sterling. Money to be advanced on reception of 2d number. Kindergartners who send more than one subscriber's name beside their own, will receive their copies *gratis*.

ELISABETH P. PEABODY.
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THE EYE AND THE HAND.

In a lecture delivered by him a year ago last fall, the Hon. Carl Schurz uttered this sentiment: "Any system of education which fails to teach the child to see, to hear, and to reproduce correctly, is essentially faulty." He further stated, as the result of personal observation, that the teachers of this country are neglecting their duty in the direction indicated; and he arraigned them accordingly. Is the ex-Senator's charge just?

Being limited to ten minutes, it is impossible to consider the three items mentioned—to see, to hear, to reproduce—with any degree of satisfaction either to this assemblage or to myself; hence, I omit the second point and offer a few fragmentary suggestions upon the first and third.

Much has been said and written, of late, upon penmanship and drawing; and it is indicative of good to see these two branches more and more attended to in our schools. However, investigation will convince us that they are by many considered as an end and not as a means. Very often we find that those who are considered tolerably good penmen are entirely unable to do even indifferent black board work. Pupils are, too often, drilled in the matter of holding the pen and of occupying a proper position, during the penmanship exercise, and then are allowed to occupy the most incorrect and injurious positions at all other times when engaged in writing. This is entirely wrong. If it is necessary that the eye should be at a proper distance from the page, during the penmanship exercise, it is also necessary that this distance should be observed at any time when written work is being done. If it is necessary that the hand should

grasp pen or pencil in a certain manner, during the penmanship exercise, it is equally as necessary that this should be observed during any work in writing. Training eye and hand for a few minutes every day, as a stated exercise, and allowing them to run wild during the remainder of the day, is sheer folly; and the sooner we change our tactics upon this point, the better. We must pay more attention to *all* written work. That this has not been done, I will prove to you by the testimony of the presidents of two of our Normal schools and that of the four regular institute conductors of our State. Their united testimony evinces the lamentable fact that, although teachers are generally able to write, their writing does not show systematic training of eye and hand. Here, then, let the witnesses speak for themselves.

"I do not find the average teacher in the institute even tolerable with pen or pencil. Some give evidence of training of the eye, and others show that they have fair control of their hands; but few give evidence of discipline of both eye and hand."

"They all *write;* but some are illegible, and not one in twenty indicates training in penmanship."

"So far as my observation goes, there are many teachers who write fairly upon paper; but very few can do decent black-board work."

"In general, our students, when they first come to us, pay very little regard to neatness and to arrangement, when working with pen and pencil; as might be inferred, their black-board work is, therefore, simply execrable. If they were *blind*, they ought to do better work. Their work indicates only such training of the hand as may be incidentally had in the practice of writing; and no training whatever of the eye."

"As students present themselves for admission into the Normal School, I find few who are ready workers with pen and pencil. The matter presented, on paper, by candidates, is executed painfully and at great expense of time. The hand is cramped and stiff; the penmanship is comparatively illegible, is without arrangement, and exhibits little care. The black-board work incident to mathematics is unintelligible from omissions of symbols, and neglect of proper arrangement of matter renders crayon work deficient in finish and manner."

I close the testimony upon this point with the language of a caustic friend of ours who curtly says:

"They are usually ready with pencil; that is, they are supplied; but they can not handle it to any advantage."

Now, if this testimony is good for anything; if these witnesses are reliable—and, I hope, no one will impeach their veracity—then the charge made by Carl Schurz is a just one.

Let us consider this view from another stand-point. "We spell only as we write;" hence written spelling is taking the place of oral work. What does inquiry prove to us in this direction? The great majority of teachers and students are utterly unable to discover through the eye, any mistake made by the hand. Let us give an average institute class a list of words; after writing, let us spell each word orally, requesting the members to mark errors; then collect papers and examine them. The result will be two-fold; we shall find that teachers, as a general thing are poor spellers, and that they are unable to detect errors. Both results are the inevitable consequences of lack of training of the eye. There is in the eye of every person a blind spot; and it is truly amazing to find so many people whose chief aim of life seems to be to cultivate this blind spot, to the exclusion of the remainder of the eye.

But I call up my witnesses:

"They spell indifferently—say fifty per cent. of common words alike in pronunciation, but different in spelling. It follows that they can not detect errors."

"They spell orally with a fair degree of accuracy, but, in writing, their spelling is very deficient in correctness. They can not discover errors in written spelling until the particular wrong form is marked, and some candidates can not readily discover an error when it is specifically indicated."

"They find great difficulty in discovering errors in written spelling, even when the correct spelling is read to them. This inability is a matter of remark in all the entering classes at the Normal School also."

"They are generally indifferent spellers, especially so by the written method."

"It is the exception to find those whose eyes are of any *critical* use to them. 'They have eyes—but they see not.'"

Nor is this inability to see, confined to those who attend Institutes and Normal Schools. By no means. It is widespread through the

world. Thousands of people are, this year, going to Philadelphia. By and by, they'll come back and tell us of the delightful trip they had; of the amount of money they have spent; of the elegance of the hotel at which they stopped; and of the fact that they have visited the exposition grounds often, and that the Exposition is a "big thing;" they'll tell us all this and then look with pity upon us poor mortals who have not the necessary funds to accompany them; but what will they have actually *seen* when they turn their backs upon Philadelphia and wend their way homeward? They will, undoubtedly, have become impressed with the Exposition as a stupendous whole; but, I fear, the blind spot in their eye will have prevented their seeing anything critically. (Present company excepted.)

But, not only must the eye be trained to see correctly and critically, the hand must be trained to reproduce; otherwise the impressions made upon the understanding through the eye will be of comparatively little value.

Thomas Nast, upon the assembling of a new congress, goes to Washington, scans every member whom he has not previously known, carefully from head to foot, and immediately reproduces the impression made upon his mind. And woe to the man who is so unfortunate as to be the possessor of some physical peculiarity or bodily defect. Who does not remember the eye of Ben Butler, or the nose of Andrew Johnson? I do not say that Nast does not go to extremes in this matter of caricaturing; but I do say that he has the ability to see and to reproduce.

Prof. Morse, the author of a First Book of Zoology (which little book, by the way, will serve as an eye-opener to every one who reads it carefully), delights the vast audiences which greet him wherever he lectures, as much by the reproduction, with crayon, of animal forms, as by the verbal description he gives of them.

But, it is said, these men are artistic by nature, we are not. Very well. Olney may be said to be a natural mathematician; is that any reason why I, not having a mathematical turn of mind, should be excused from mastering even the very fundamental principles of mathematics? We are only too apt to excuse our short-comings in certain directions by saying that we have no natural taste. This excuse is simply an insult to Providence, and I have no sympathy for those who are continually manufacturing excuses for their own indolence.

The teacher, above all other persons, needs to possess this power of reproducing that which he has seen. He must know how to draw, as a means of proper illustration of the subject under discussion. The sciences, geography, history,—all require of the teacher that he should have power to illustrate, not simply by the use of his voice, but by the use of his hand. Where is the intelligent teacher who does not know that map drawing is an essential accompaniment of history and geography, two of the branches taught in every school? But is our average teacher able to draw maps? Our own experience and that of the gentlemen heretofore quoted, give a negative answer to this interrogatory. Neither is the eye able to grasp form or distance, nor is the hand able to reproduce even if the impression upon the eye were correct.

Once more, I refer to my witnesses:

"They are not able to judge of distances: they can not draw maps."

"They judge poorly of distances; they can not draw maps readily; few can draw them at all."

"Except in a few favored localities, very little attention is given to map drawing; I find, however, that students learn this quite readily."

"They are unable to tell distances, hights, dimensions; few candidates can draw maps; some affirm that they have taught map-drawing, but can not draw themselves, and their first efforts always substantiate the negative claim."

Just think of the idea of teaching that of which we have no knowledge ourselves!

One more—and I call your special attention to it:—

"Their ideas of distance are simply ridiculous. Very few know anything about map-drawing, and most of them are quite certain that they can never learn—because, as they assert, they have no talent in that direction."

No talent! Words utterly fail me to express the supreme disgust I entertain for such persons as have no talent, no taste!

What our schools need then, is that they be placed in charge of those whose eyes are trained to see, to see minutely, correctly, critically; and whose hands, guided by eyes so trained, are able to do any and all written work legibly, carefully, neatly; and to reproduce, in a correct and neat manner, picture impressions as they occur in the pursuance of our every day work.

Not until this is done, shall we be able to repel the just charge made against us by the Honorable gentleman, whose name was mentioned at the outset.

Read at Milwaukee, July 6, 1876. A. EARTHMAN.

NOTES FROM A GERMAN UNIVERSITY.

Any description of the city of Gottingen would be quite unnecessary, for I have seen in your office Hart's "German Universities," and his description of the town, and of the "Wall," is to the life.

The university buildings are located here and there through the city. The auditorium is a fine new structure, and the new museum, which is now building, is on a magnificent scale. With these two exceptions, the university buildings which I have seen look old and quaint. The library occupies an immense building; but it is now too small and is soon to be enlarged.

I am well pleased with Gottingen, and with its people. I find easy access to cultivated society, where one can hear the best of German. I have been invited several times to evening parties, and have always accepted the invation. Such opportunities to extend one's acquaintance among those who speak good German are not to be lost. I shall not soon forget the kindness shown to me by these people. When a man finds himself among strangers and speechless, he is in a condition to appreciate this liberal German hospitality.

In the language I can see that I am making progress. I now understand most that I hear, with little difficulty. In conversation I can usually express myself, but, it must be confessed, in a very lame way. I receive instruction from a student, giving him English lessons in return. At present I am reading Becker's Grammar, written in German, and some of Lessing's plays; and I am also translating from Horace into German.

I hear Prof. Sauppe four hours a week, upon Horace; and Dr. Niese two hours a week upon the Iliad. Dr. Niese has thus far been discussing the questions of Homer's time, whether he composed the whole Iliad,—and the like. * *

Prof. Sauppe began with a short review of Horace's life. He next discussed the various ways to which the text of Horace has been corrupted, and the relative merits of the various texts which we have at present. He then began explaining the text. He has explained

Satires 7, 4, and 9, of Book I, and is now nearly through with Satire 6, of Book II. He has been working on these four Satires since Oct. 31. You see that the Professor does not hasten over the ground. One day he occupied most of his hour with lines 44 and 45, Satire 9, Book I—"pancoxum—usus." He finds himself at a loss to decide, who spoke these words, and to whom the words refer. He showed us the following possible ways of interpretating the lines:

(1.) The garrulous man may have spoken them with reference to either Horace or Maecenas. (2.) Horace may have spoken them with reference to Maecenas. (3.) Horace may have said "pancoxum—sanae," with reference to Maecenas; and the garrulous man, "Nemo—usus," with reference to either Maecenas or Horace. (4.) The garrulous man may have said "pancorum—sanae," and Horace, "Nemo-usus," both referring to Maecenas.

Prof. Sauppe finds it hard to say which of these readings he prefers, the words are applicable in either case.

This will give you an idea of the care with which the Professor examines the various passages.

My notes on Prof. Sauppe's lectures were, of course, at first worthless; but they are now nearly all good, and have been so for some weeks. They are, however, by no means full.

Besides the two lectures which I have mentioned, I attend most of the sessions of the Philological Seminary. This occupies seven hours a week. Here the students, and the Professor who is in charge, discuss passages from the classics. The discussions are carried on in Latin. These young German students speak Latin with no little ease; and as for the professors, they speak extemporaneously in Latin without the least hesitation. It is unnecessary to say that I am only a listener in the seminary, and that I can understand scarcely a sentence I hear. As I listen to their easy flow of Latin, I am sometimes stimulated and sometimes discouraged.

There are something more than a thousand students here, and about a hundred professors, and "privat-docenten." Lectures closed last Tuesday for a vacation of two weeks. H.

Gottingen, Dec. 25, 1876.

The public schools should teach children the art of reading silently as well as orally. This is almost entirely overlooked.

CHOPPING LOGIC OVER THE MINUS SIGN.

Very reluctantly, and certainly with no personal feeling, I am constrained to file my "bill of exceptions" to Prof. Rankin's article in the January JOURNAL.

In the first place, any one who assumes to write or speak concerning any mathematical question, is bound to use only such language as will bear the closest scrutiny. His use of terms must be so exact that the more strict the construction which the critic applies, the more clear and luminous his reasons appear. I am bound to assert this rule in spite of the danger of being hoisted by my own petard.

The present mathematical notation is admittedly the result of growth and I have no idea that Stifelius, when he invented the signs + and —, attributed to them any other signification than that of *operation*, and their secondary use as symbols of *character* is undoubtedly an after-thought and due to the growth of mathematical ideas. I fully agree with Prof. Rankin that "the failure to distinguish these two uses of the signs" causes much of the mystification about them, and supplement the statement with this additional cause—the failure to see that both uses are often merged in either symbol; as, for instance, the addition of a positive number (all quantities in analysis are numbers at the bottom) and the subtraction of a negative number are indicated by the sign (+) plus, while the addition of a negative number and the subtraction of a positive number are both indicated by the sign (—) minus. This brings me to the question—Is there such a thing as negative abstract number? As a matter of logic—(not historical growth) does the practical application (or example) give rise to the discrimination; or having the conception first, do we apply it to practical problems?

The decision of this question will help us to cut some Gordian knots that are to follow. As a matter of philosophy I am persuaded that the conception precedes the application precisely as it does in the case of the discrimination between *abstract* and *concrete* numbers themselves. If the *how many* exists at all independent of the *what*, then the conception of *opposite* effects where it enters into combination can hardly be denied.

In decimal arithmetic the signs + and — have only their fundamental use and all numbers are combined according to fixed laws, and well known effects are produced, but when we advance to literal

arithmetic and the higher departments of analysis, that previous theory of numbers is at once denominated the theory of positive numbers and we conceive a theory of numbers according to which the effects produced by their combination are exactly opposite, and this new theory is called the theory of negative numbers. Whatever influence or effect may be secured by the use of a positive number, the exact opposite is secured by the use of a negative number. What then shall we understand by the expression $-ax$? Simply this: some number of units estimated in such a manner that whatever influence may be attributed to $+ax$ the opposite is ascribed to $-ax$. For example, if adding $+ax$ to any number increases it, adding $-ax$ to it must decrease it, and *vice versa*. If subtracting $+ax$ from any number decreases it, then subtracting $-ax$ from it must increase it. But this brings me into violent conflict with "the doctrine of the minus sign" as it appears in Prof. Rankin's article.

It will be observed that I have supposed the additions and subtractions to take place entirely independent of any hypothesis concerning the charaeter of the number to be increased or diminished, and according to the aforesaid doctrine, a negative number cannot be subtracted from a positive number simply because it makes no part of it. The explanation of this conflict is found in the final paragraph of Prof. R.'s article, to wit.: "A negative term, considered as a quantity, is concrete," that is, all negative numbers are concrete. If you cannot subtract $-4a$ from $+7a$ on account of their different concrete (unit) values as shown by the signs, what becomes of the Professor's addition of $+7a$ and $-10a$? If they have unlike concrete values the addition is as impossible as the subtraction, and "the doctrine" fails most completely. The trouble lies in the attempt to explain subtraction in *literal arithmetic* under the limitations of the definition of subtraction in *decimal arithmetic*. When to the decimal notation with no discrimination of the character of numbers, you add the literal notation and the idea of positive and negative values, the definitions must be broadened to correspond.

Prof. R.'s definition of addition is very good, barring the inaccurate use of the word "their", but he gives no definition of subtraction except piecemeal, and fails to consider the case in subtraction where the answer is negative; as, for instance, $\pm 4a$ minus $+7a$. Is it possible to make a definition of each of the four fundamental operations that shall cover all possible cases? I believe it is. Now, everybody

knows that definitions are exceedingly refractory things and just as important and fundamental as they are unmanageable.

Addition is the process of finding the aggregate (combined) value of two or more numbers according to the laws of the notation used.

Subtraction is the process, of finding from two numbers a third, which added to one of them produces the other.

Multiplication is the process of taking one number cumulatively as many times as there are units in another.

Division is the process of finding from two numbers a third, which multiplied into one of them produces the other.

What is the combined value of $+5a$ and $-7a$? The process by which you answer the question is addition. How many units separate these numbers, $+5a$ and $-7a$? How many units intervene between them? You must find the answer by subtraction. The answer is the *difference* and would be strictly a *remainder* if they had like signs and the less were taken from the greater. The answer is $\pm 12a$. If you make $7a$ the subtrahend, $+12a$, if not, $-12a$ is the answer. You can pass by addition from either number to the other; if you start at $-7a$ you pass by adding positive values, and if you start at $+5a$ you pass by adding negative values, and in both cases the same absolute number of units intervene.

Now I submit that this view of the matter renders the idea of "removing an opposing quantity which was previously held in check," rather unnecessary, unphilosophical and something akin to an *objective makeshift.*

Let us look at this "property and debt" illustration. Suppose a man's assets are represented by $+7a$ dollars, and his liabilities by $-9a$ dollars. Now what need have we of the idea of *checking, freeing*, etc., in explaining any practical question that may arise? Do you ask what his financial condition is? He is a bankrupt, for $+7a-9a$ is the expression for it and equals $-2a$. Do you ask what the difference is between being $9a$ dollars in debt with nothing to pay with, and having $7a$ dollars while you owe nothing? It is $\pm 16a$ dollars. What does that mean? It means if you pass from the first to the second condition you must do it by acquiring (above all expenses) $16a$ dollars and if you pass from the second to the first you must do it by spending (above all acquirings) $16a$ dollars. To talk of "subtracting a debt from a property" under the limitations of decimal arithmetic can have no legitimate meaning beside that of taking

enough of the property to discharge the debt, or using it as far it will go, and that whole matter is circumvented in the *notation, ab initio.* It seems to me that "the doctrine" so far is only deft jugglery, "vacant chaff well meant for grain," and what follows is "just like it, only more so."

Speaking of the negative mutiplier (—3) the Professor says "that $7a$ is not to be *taken* 3 times, but to *taken away* 3 times." From what, pray? It will be admitted at once that in multiplication the number multiplied is the recipient of the action and that the number by which we multiply is the active agent, so to speak.

According to the laws of the double notation used (literal and decimal) I hold that the multiplier shows the manner of the repetition as well as the number of repetitions. Here, it seems to me, "the doctrine" abandons the second use of the minus sign where it ought to cling to it most firmly.

If the sign before the multiplier is always a sign of *operation* it must require the operation (of subtraction or addition) to be performed upon itself; that is, it must be added to or subtracted from some other number, and as there is no other number with which to make such combination, the absurdity must be apparent to any one.

What sense attaches to the multiplier in decimal arithmetic? That is the sense attaching to a positive multiplier and the original discrimination between positive and negative numbers makes it necessary to attach an opposite sense to a negative multiplier. But what is that? Simply this, that in as much as the positive multiplier repeats the multiplicand just as it exists, perpetuating in the product whatever *character* it has, the negative multiplier must repeat the multiplicand with a *contrary character.* If one doubts, it is only necessary to look at the case of the negative multiplicand and positive multiplier. $-7a \times 3 = -21a$. That is, $-7a$ multiplied by $3 = -21a$. No one demurs, and can he demur when I translate $\times$ by the word "times"? He would be ruled out of court anywhere. Then it must be admitted that when the signs of the factors are unlike the product is negative, which means that when the multiplier is negative the multiplicand is repeated with its character changed. This covers the whole case and $-7a \times -3 = +21a$ is as rational as any statement can be and needs no discussion.

Division is to be treated in like manner but I do not care to pursue the matter farther. If the definition I have given is unimpeachable,

then the whole discussion of it given by Prof. R. is monstrously absurd and falls of its own weight.

Whitewater. S. S. ROCKWOOD.

BRIEF COMMENTARIES.

I.—CICERO IN CATILINAM, I. CHAP. iii. §7.

Meministine me ante diem xii. Kalendas Novembris dicere in senatu, fore in armis certo die—qui dies futurus esset ante diem vi. Kal. Nov.—C. Manlium audaciae satellitem atque administrum tuae? Num me fefellit, Catilina, non modo res tanta, tam atrox tamque incredibilis, verum—id quod multo magis est admirandum—dies?

Here the position of *fore in armis* shows that it is the emphatic idea; "I said that there would be rising!"—the person, Manlius, subject of *fore*, comes afterwards, as being an unessential point. *Certo* (not *quodam*, "certain")—"on a day definitely fixed upon," the day being then described in the parenthesis "qui dies...Novembris." *Futura esset*, "would be"; subjunctive, as being an integral part of the assertion; imperfect subjunctive, as depending upon *dicere*, describing past time. He might have said *dixi in Senatu* etc.; but he brings it home to Catiline by the words *meministine*—"don't you remember?" and *memini* is joined with a present (i. e., imperfect, representing incomplete action) infinitive, when the act is something personally witnessed. Not "don't you remember that I said" (which he might have learned from somebody else—just as we might ask a pupil "don't you remember that Columbus discovered America?") but, "don't you remember my saying," which necessarily implies that he heard him say it. *Dicere* therefore represents an historical perfect *dixi*, and is followed by the secondary tense *futurus esset.*

In the next sentence, *Num me fefellit; num* implies a negative answer, so that it is equivalent to saying, "you see that I was not mistaken." Literally, "the fact...the day did not escape [deceive] me," but if we render freely, "I was not mistaken" we must render these subject nominatives, *res* and *dies* as objects—"I was not mistaken in [or as to] the fact, and not even in the day."—W. F. ALLEN.

Cheerfulness is the constant sunshine of the school-room.

SELECTED.

THE MOUNTAINEERS OF NORTH CAROLINA.

[The following is taken from some interesting correspondence published last Fall in the *Kenosha Telegraph*. We commend it to our readers as evidently a photographically correct representation of society in certain portions of the South. It has some points of special interest to educational workers and thinkers.—EDS.]

As a class the mountain people are lazy and improvident. Ignorance is dense. A large proportion can neither read nor write. Few papers are read, and books are rare. It is sufficient to induce a fit of the blues to visit their hovels, as we have done on several occasions, both for the sake of studying their condition, and to scatter suggestions of higher possibilities. The houses are distributed among the mountain forests, in a way that only an expert at following trails could discover their location. Usually there is a small clearing, and a few acres on which the trees have been "deadened," planted to corn, and this is frequently the only crop. A small neglected garden is also to be seen. The house is more often made of logs, chinked with clay, than of boards. Occasionally there is a frame structure, one and a half stories high, but never two stories. There is only one painted building in the whole region. Not a house is plastered or papered. These may be unnecessary, owing to the climate. Occasionally, a room is ceiled, yet rarely. No one thinks of a carpet.

* * *

The condition of the women is more degraded if possible than that of the men. As education and civilization advance, better things may be hoped of them. The floors of the shanties are covered with dirt, and babies in astonishing numbers, are scattered all over them, unwashed, uncombed, and I had almost said undressed. A spinning wheel is one of the indispensables in this primitive life. Apparatus for weaving is common and all their clothing is homespun. Their wants are few and simple, and are most,y supplied by their own labor. With corn, bacon, and coffee as staples of diet, they manage to eke out their miserable existence. It is to be doubted whether, even with more abundant resources, there would be any marked improvement.

Tobacco chewing is common with both men and women, and even with preachers. It was my privilege to step into a ministerial con-

ference not long since, about twenty miles away, and it would be safe to say that four-fifths, perhaps more, of that body, were chewing and spitting. Tobacco seems to be regarded as essential as bread. Many of the young men and women are inveterate chewers, and not a few of the children have been instructed in the practice by doting parents. They prefer it to candy, and even cry for it. In several known instances it has been administered to babies, on account of supposed medicinal qualities, being a sort of cure all.

* * *

Education is sadly neglected. Here and there is a miserable log school-house, with a few slab benches, but without desks, where some one "keeps school" a few weeks or months each year while the public money lasts. Perhaps half the men and women can neither read nor write. It was my fortune to visit a district-school recently, held in a log house, without windows, the open door and the large cracks between the logs where the clay had been displaced, serving the purpose very well. The teacher was a fine young man recently graduated from a southern college, and with good ideas of education and of what a school should be. But the material upon which he had to work was like unsmelted ore. The boards of the floor were loose, and the noise from stepping on them in an almost constant passing to and fro was like a small bedlam. Order was out of the question. The blackboard was about 2½ by 3 ft. in size. Two or three shelves about the walls furnished a receptacle for hats, bonnets, dinner pails, and books. The people of the Highlands, however, are soon to have improved facilities for sprouting and training the young idea. An "Educational Mass Eeeeting" was recently held, twenty-five or thirty patrons being present, for the purpose of arousing interest in this subject, and for considering what could be done to provide a better house. Several speeches were made, one by a northern visitor who had all summer long been endeavoring to arouse their dormant energies in all those respects which look toward civilization. Considerable enthusiasm prevailed. Subscriptions for the new building were made in so many day's labor, money not being thought of, from necessity. About 60 days of work were subscribed, and some sort of a structure will be made, either one entirely new, or the old one repaired. This will answer for the present for both educational and religious purposes. It is hoped that a few years hence, when

more settlers come in from the north, a good school with modern improvements, may be sustained.

The current expressions in conversation are somewhat peculiar and amusing. "Smart," "right smart," and "right smart chance," form the positive, comparative and superlative adjectives for almost all conceivable applications. I heard a minister say, in regard to a certain place. "There's a right smart of christianity there." In giving directions to a certain place, a woman said, "Go on till you come to a right smart chance of a dug out place, then turn to the right and and foller the trail," etc. When they wish to express something in strong language, "powerful" is almost invariably used. "We have a powerful sight o' rain in this country." "A powerful hot day." "A powerful big crowd." One woman went so far as to say, wishing to convey the idea of a very large quantity of apples, "a powerful right smart chance of apples," although it is unusual to pile up the superlative like this. No matter what the connectiou, "powerful" is supposed to add intensity. "You'uns" and "we'uns" are frequent. "Be you'uns a-goin' to stay with us all summer?" On entering one shanty we were greeted with "Well, are ye stout to-day?" Another, "I'm mighty proud to see ye." In talking with a woman about her husband's farm, and the labor required to clear the ground for cultivation, she said, "There's heaps o' logs on the ground, un it takes a power o' work to bust 'em up." Language is used here as everywhere, with varying degrees of accuracy, but these are some of the peculiar idioms which attract a northerners attention at once.

But notwithstanding their poverty and the forbidding aspect of all their circumstances, they are kind hearted, and hospitable so far as their means permit. Traveling, especially among the mountains, is almost entirely on horseback and one is welcome anywhere he may stop.

LITERARY INFORMATION.

[The following excellent remarks, clipped two years ago from a printed Report of Teachers' Examination, by Supt. Kirwan, of Manitowoc, we cordially commend to all young teachers. We intended to print them before, but the copy was mislaid. Such truth, however, suffering no loss from lapse of time, is always fresh and useful.—Eds.]

Some knowledge of the great events of general history and of a

few standard works in other departments of literature may not be indispensable to the success of every teacher but it will always make the instruction which he gives more liberal and attractive. Advanced pupils should be stimulated to some measure of literary culture beyond that to be derived from school books; they should be warned against the pernicious influence of certain periodical and other publications that may prove no less fascinating than destructive to them; they should be told *what* to read and *how* to read. To do this is a duty of both teacher and parent; of the former no less than the latter. But one can hardly cultivate in others a taste which he has not himself; hence, the teacher should be as well read as circumstances allow. In a recent examination at which about thirty applicants were present, I was assisted by a gentleman who took charge of the exercises in reading. He could obtain no information of Shakespeare or his writings from several whom he questioned; one pronounced blank verse, prose; and the distinctions between prose and poetry were obscurely stated. On a subsequent occasion teachers stated that they had heard of Scott, and of the *Lady of the Lake*, but not of the *Waverly Novels;* did not think Sir Walter Scott wrote them; thought that General Scott, who was an Englishman and fought in the war of the Revolution, was the author of the productions named. Another applicant had read Dickens and was disposed to assign him high rank as a poet; believed that his fame rested chiefly on his poetry and doubted that he had written to any great extent in prose; knew he had read several poems written by Dickens but was unable to give the name or character of any. Dearth of literary information is no reproach to young teachers who have had neither time nor opportunity for such research, and feel the necessity of bending every effort to the study of those branches in which the law requires that they shall be examined and to the preparation imperatively demanded by the duties of the school room; but they should labor to supply these as well as other wants.

Ripe scholarship finds higher planes and richer rewards for the exercise of its powers than a country school affords; and those who labor faithfully in the lowlier places are entitled to the respect which honest purpose and diligent endeavor never fail to win, notwithstanding their achievements in the past seem small in comparison with the difficulties to be surmounted in the future. There is no hope, as

there can be no sympathy for the teacher who is aware of his incompetency and does nothing to remove it, but reasons that the amplitude of demand and the inadequacy of supply will maintain him in a place which he fills only as matter occupies space. His removal does not shake his self complacency any more than its imminence rouses him to exertion. But industry and capacity compel room and recognition, and the teacher endowed with those qualities and keeping them steadily in action need not despair, however limited his present attainments may be. Several teachers whose names appear in this article have tested the foregoing statement, verified its truth, and followed its spirit; the distinction which they have won is honorable and merited, and their continued efforts will be rewarded by greater excellence and higher station.

The following suggestions are offered to teachers:

(1.) A teacher should own at least—(*a*) one or more good text-books on each subject named in his certificate, including theory and practice of teaching; (*b*) a few text-books on more advanced subjects which he intends to pursue in the near future; and (*c*) some standard works on general biography and history.

(2) A young teacher whose education is deficient can make no more profitable and appropriate investment of the money earned in teaching than to expend it in pursuing a course of study in some normal school or college.

(3) Teachers' institutes are designed to be, and generally *are*, model schools. An institute which enrolls only seventy members—some of those not members—in a county in which about one hundred and forty-five teachers are licensed annually is not as fully attended as it ought to be. The further condition that two-thirds of those teachers hold limited certificates, strengthens the conclusion.

(4.) A teacher should be able to converse on the educational topics and current events of the day; therefore he should subscribe for at least one educational journal and one metropolitan newspaper.

(5.) Teachers' meetings promote learning, toleration and community of interest in the profession.

The empire of our language will follow that of our commerce; the empire of our institutions that of our language. The man who writes successfully for America will yet speak for the world.—*G. W. Bethune.*

SCHOOL SAVINGS BANK.

[Translated from the French for the *Safeguard Almanac*, by Hon. S. T. Merrill.]

The administration of the Savings Banks in the schools (of France) is very simple.

After having made proper arrangements with the nearest city or village Savings Bank, the teacher informs his scholars that he is ready to receive their savings, however small they may be, and that on the first day of every month all deposits amounting to one franc, or to even francs, will be deposited in the city Savings Bank to the credit of the pupil thus depositing, who will then receive a bank book in his or her own name.

On a fixed day of every week at the commencement of the school the instructor announces "the exercise of savings" (*exercice de l' Epargne.*)

Every sum, small as it may be, he records in a special book called the Register of the School Bank; each page of which, ruled with twelve vertical lines for the months of the year, and thirty-one horizontal lines for the days of the month, is appropriated to some *one pupil's* account. Detached sheets ruled in the same way are also provided, so that each scholar may have a duplicate of his or her account.

The book and sheets having been prepared, commonly by the pupils themselves, each scholar, in turn, as the roll is called, presents himself or herself before the teacher's desk, and there deposits any sum which he or she wishes to put into the School Savings Bank. The instructor, in the presence of the one depositing, inscribes the amount in the Register on the appropriate page in the square that indicates the date of the transaction, and at the same time he makes a like entry on a separate sheet which he delivers to the pupil. This duplicate sheet is a double guaranty both for the parents and the teacher.

Such is the plan pursued in each school; equally easy and simple are the transactions with the large Savings Bank.

On the first of every month, the instructor adds the small amounts inscribed on each page of the Register in the columns for the month, just passed. If the sum of any one does not reach one franc, the number of centimes or fraction of a franc is placed at the top of the column for the next month to be added to future payments. When the total exceeds a franc or even francs, he makes a memorandum of

the whole or even francs opposite the name of the scholar by whom they have been deposited, and carries the fraction, if there be any, to the top of the next column, and so on through the book. This done, he takes the aggregated francs and his memorandum to the large Savings Bank.

The cashier, having counted the money and found it to correspond in amount with the total of the teacher's memorandum, inscribes the deposits, each scholar's separately, in bank books appropriated and belonging to the pupils depositing in this way through the agency of the teacher.

These individual bank pass-books are kept by the instructor so long as the owner remains in the school. However, the next day after each new deposit is made in the large Savings Bank, the scholar is permitted to take his book home for the inspection of his parents, but it must be returned to the custody of the teacher, promptly the next day thereafter.

When a pupil leaves the school, his or her book is delivered to his or her legal representative, together with any money that may be in the school Savings Bank at the time; for all which a receipt is given written on the page of the register whereon is the scholar's account. The instructor notifies the large Savings Bank that such a pupil has left the school and that his bank book has been delivered to his legal representative.

ONE OF THE "FIZZLE" FAMILY.

There was once a very smart boy, whom, to begin with, we will call Little Fizzle. He was one of those wide-awake boys who poke their noses into almost everything they see, and think they know half as much again as all the rest of the world. He went to school very young, and his mother wanted to have him learn to read and write well before he did anything else; but he preferred to study "geog'fry," grammar, and 'rithmetic besides. As he was so bright, he soon learned to write very badly spelled words, and could tell you in quite incorrect language what a verb or an adverb was. If he was likely to sa Michigan was "bounded" by Connecticut, why, other boys of his age, it may be, never heard of either place. For young as he was, you see little Fizzle had come to a point where he must choose between two ways. He could half learn a little about a great many

things, or he could well learn all about a few things. He made up his mind he would do the first; and that's the way he went on, and grew into a big Fizzle.

When he wanted to read he never took one nice story and read it every word, but he skimmed over the easy parts of a dozen, and jumbled them all together in his mind. As soon as he owned a tool-box, he almost made a cart, and began a fine table, and finished a a remarkably pretty rocking chair, which tipped over instead of rocking. But then it was "so stupid" to spend time and trouble in making only one thing, and making it perfect.

As he grew older people liked him, because he could talk about all things under the sun, and was really very entertaining if they did not want to get any genuine information. He was not worth a last year's almanac to anybody who was after facts.

He thought, when he grew up, he would be a lawyer, but he began by studying medicine. By-and-by he knew more about physic than a lawyer needed to know, and not half enough about medicine for a doctor; than he had a smattering of other things. He painted big animals whose skins were colored very handsomely, but whose legs were not shaped like any other living beast's. After awhile he began to wonder why he failed in everything he tried. He grew poorer and poorer, while men who had been boys with him, boys who had worked like drudges over a few things, these grown up, became great men, rich men, famous doctors, lawyers, and ministers, while he was a *little* Fizzle grown into a *big* Fizzle. Then folks began to sneer at and to snub him. Each year he grew poorer and more discouraged. At twenty he had thought himself a great genius; at forty he used to hang around a blacksmith's shop, and wish he had learned to shoe horses. At sixty he had given up all hope of being a lawyer, a doctor, or an artist, or a blacksmith, and he kept his soul and body together by cleaning old feather beds.

Now, if anybody wants to know how to become such another big Fizzle, let him begin at once to be a little one, to *half learn* every thing he begins, to begin something new as soon as it gets hard to understand the last thing he undertook. Follow up such a course faithfully and he will not fail of neglect, self-disgust, and a poverty wherein he may not even be able to find old feathers to clean.—*Safeguard Almanac.*

THE TEACHER'S ENGLISH.

[The following was published last spring by Supt. Packard, of Waupaca county, in the Educational Department of the *New London Times*. It contains a valuable fragment of experience, showing the deficiency of teachers or would be teachers, in the art of English composition:]

What knowledge of the English Language should be required of a person applying for authority to teach in our Common Schools.

There may be two ways of looking at this question, and thus two answers given.

I have seen the following definitions given of the term, GRAMMAR: 1st, "Grammar is the art of speaking and writing correctly." 2d. "Grammar is the science which teaches us to speak and write correctly." Following the first definition, Sir Walter Scott was master of the art of speaking and writing the English language correctly; while it is said he was comparatively ignorant of of technical grammar.

The English we speak is of that peculiar form which is talked by our parents or associates. Happy indeed is he who has been surrounded from birth by those whose speech is conformed to perfect standards. But not many escape acquiring in youth some tinge of local dialect, of slang expressions, or of uncouth terms and forms of construction. Thus errors and infelicities are so thoroughly wrought into our minds, that not all the instruction of after life can rid us of them. Nevertheless there are influences which tend to repress and eradicate local peculiarities and individual errors. One of these is school instruction. The law makes it an important part of school education, to learn to speak and write correctly. The pupil of a faithful and competent teacher is taught to read and pronounce; to frame sentences with the mouth and with the pen, in a manner accordant with that which is accepted among the well educated everywhere.

Social intercourse with those who speak correctly, shows us our faults and teaches us to correct them. Reading pure and undefiled English greatly helps us.

Laying down these, perhaps, self-evident propositions, we are in a condition to answer the question at the head of this article.

First, and above all, then, the teacher should possess decently cor-

rect habits of speech. No technical book knowledge will atone for lack here. More than ever have I been impressed with this during the past two weeks. In the late teachers' examination held in this village, some 25 sheets of foolscap were written over, in the attempts of some forty teachers to filter the brain accumulations of years through the ends of their fingers. There were conspicuous instances of failure in arithmetic or other technical branches; but the great failure with many was their utter inability to construct an English sentence, or spell common English words. Some, who, to my knowledge, can glibly conjugate the verb *love* in all its modes and tenses, cannot by any possibility construct a sentence of a dozen words, without glaring errors of orthography or syntax. Ah! my gentle friends, "I could a tale unfold," but I forbear. A worse than Banquo's ghost —the ghost of murdered English—would haunt me till my dying day, were I to grant certificates to some who are, or were, expecting them.

THE NORTH POLE.

Must we conclude that the North Pole is really inaccessible? It appears to us that annals of Arctic research justify no such conclusion. The attempt recently made, although supposed at the outset to have been directed along the most promising of all the routes heretofore tried, turned out to be one of the most difficult and dangerous. Had there been land extending northward (as Sherard Osborn and others opined) on the western side of the sea into which Robeson Channel opens, a successful advance might have been made along its shore by sledging. McClintock, in 1853, traveled 1,220 miles in 105 days; Richards, 1,012 miles in 102 days; Mecham, 1,203 miles; Hamilton, 1,150 miles with a dog-sledge and one man. In 1854 Mecham traveled1, 157 miles in only 70 days; Young traveled 1,150 miles and McClintock 1,330 miles. But these journeys were made overland or over unmoving ice close to a shore line. Over an ice-bound sea journeys of the kind are quite impracticable. But the conditions, while not more favorable in respect of the existence of land, were in other respects altogether less favorable along the American route than along any of the others we have considered in our brief sketch of the attempts hitherto made to reach the Pole. The recent expedition wintered as near as possible to the region of maximum winter cold in

the western hemisphere, and pushed their journey northward athwart the region of maximum summer cold. Along the course pursued by Parry's route the cold is far less intense, in corresponding latitudes, than along the American route; and cold is the real enemy which bars the way toward the Pole. All the difficulties and dangers of the journey either have their origin (as directly as the ice itself) in the bitter Arctic cold, or are rendered effective and intensified by the cold. The course to be pursued, therefore, is that indicated by the temperature. Where the July isotherms, or lines of equal summer heat, run northward, a weak place is indicated in the Arctic barrier; where they trend southward, that barrier is strongest. Now there are two longitudes in which the July Arctic isotherms run far northward of their average latitude. One passes through the Parry Islands, and indicates the sea north-east of Behring's Straits as a suitable region for attack; the other passes through Spitzbergen, and indicates the course along which Sir E. Parry's attack was made. The latter is slightly the more promising line of the two, so far as temperature is concerned, the isotherm of 36° Fahrenheit (in July) running here as far north as the 77th parallel, whereas its highest northerly range in the longitude of the Parry Islands is but about 76°. The difference, however is neither great nor altogether certain; and the fact that Parry found the ice drifting southward, suggests the possibility that that *may* be the usual course of oceanic currents in that region. North of the Parry Islands the drift may be northwardly, like that which Payer and Weyprecht experienced to the north of Novaia Zemlia. There is one great attraction for men of science in the route by the Parry Islands. The magnetic pole has almost certainly traveled into that region. Sir J. Ross found it, indeed, to be near the Boothia Gulf, far to the east of the Parry Islands, in 1837. But the variations of the needle all over the world since then indicate unmistakably that the magnetic poles have been traveling round toward the west, and at such a rate that the northern magnetic pole has probably nearly reached by this time the longitude of Behring's Straits. The determination of the exact present position of the Pole would be a much more important achievement, so far as science is concerned, than a voyage to the pole of rotation.—*Selected.*

Wendell Phillips thinks the letters of American school-girls inferior to those of Canadian, Scotch, and Swedish school-girls.

The Value of Drawing to Industry.

All European governments are agreed in the recognition of drawing as one of the most directly and widely practical studies for the mass of the people. For every industry, they deem it of the first importance; all other studies ranking below it. Take the carpenter and the joiner. Every part of a house that is decently made, from the frame to the stairway and mantle, is made from a drawing. The carpenter who cannot read the drawings must work under the direction of another who can, and at much less less wages; and this, unfortunately, is what happens to nearly all American carpenters and joiners at the present time; and although they might be able to read, write and spell with the greatest proficiency, they could not get as high wages in the market as a workman who knows but very little of either, but does yet know how to read and make drawings for his daily work. The same is true with workmen in every branch of industry. It is not literary skill that is here required so much as practical knowledge. Given a hundred carpenters who have been well taught in the elements of drawing (for which the public schools are unquestionably equal), another hundred who have no knowledge of drawing, and the earnings of the first hundred will exceed the earnings of the second by at least fifty dollars a day, or more than fifteen thousand a year. Now, what is true of the carpenter is true of the stone mason, the machinist, the engine-builder, the bridge-builder, the carriage-maker, the cabinet-maker, indeed, of every one who constructs objects having length, breadth, and thickness. Of the pupils in our public schools, a large majority, of the boys at least, will enter into some of these pursuits. In face of these facts, can it be said that drawing is a study of no practical application? Can any other study be named which has so direct a practical bearing upon industry?—J. T. LIGGETT.

To our courts, the resort of weakness and innocence, we look with hope and joy. We boast with a virtuous pride, that no breath of corruption has yet tainted their pure air. To this department we cannot ascribe too much importance. Over this we cannot watch too jealously. Every encroachment on its independence we should resent and repel, as the chief wrong our country can sustain.—*W. E. Channing.*

TAKE CARE OF YOUR EYES.—Statistics kept by occulists employed in infirmaries for the eye diseases, have shown that the habit of some persons in facing a window from which the light falls directly on the eyes as well as on the work, injures the eyes in the end. The best way is to work with a side light, or if the work needs strong illumination, so that it is necessary to have the working-table before the window, the lower portion of the latter should be covered with a screen, so as to have a top light alone, which does not shine in the eyes when the head is slightly bent over and downward towards the work. In the schools in Germany this matter has already been attended to, and the rule adopted to have all the seats and tables so arranged that the pupils never face the windows, but only have a side light from the left; and as a light simultaneously thrown from two sides gives an interference of shadows, it has been strictly forbidden to build school-rooms with windows on both sides, such illumination having also proved injurious to the eyes of the pupils. We may add to this the advice not to place the lamp in front of you when at work in the evening, but a little to one side; and never to neglect the use of a shade to prevent the strong light shining in the eyes. This is especially to be considered at the present time when the use of kerosene lamps, with their intensely luminous flames, becomes more and more common.—*Manufacturer and Builder.*

We require *professional* training for all other professional work. But school committees are crowded with applicants who have little literary and no professional training. The time may come when all cities of the size of Fond du Lac will have training schools of their own teachers. At present this is impracticable. It is earnestly recommended, that in filling vacancies, as they may occur in the future, the preference be given to our own graduates, who may spend one year in a normal school. Such a policy, if consistently followed out, would stimulate our own pupils to obtain the best training within their reach, and would finally fill up our corps with teachers who possessed a thorough knowledge of our own system, and who would enter upon their work with definite ideas of the requirements of the school-room.—C. A. HUTCHINS, *Supt. Fond du Lac.*

Free discussion, and liberty itself, eloquence and freedom of speech, are contemporaneous fires, and brighten and blaze, or languish and go out together.—*Tristam Burgess.*

The profession of teaching, though not usually classed with the professions called "learned," assuredly has pre-eminent right to that distinctive appellation. All other things being equal, that teacher will be most successful whose mind is most richly stored with knowledge. Such a teacher speaks "as one having authority," and his pupils, however young, can readily distinguish him from the routinist whose whole reliance is in the text-books. And if the aim of education be to form pupils to habits of thinking, of reasoning, and of independent study, no one is qualified to be a teacher who is not a diligent student of the intellectual movements of his time. Now, the distinguishing intellectual character of the age in which we live is its scientific activity, and a true education of the young implies giving to their thoughts this special direction. To do this, the teacher must be imbued with the spirit of his age, must be alive to all the phases of scientific progress, so that the very atmosphere of the school-room shall be in sympathy with the currents which sweep through the great world outside.—*Popular Science Monthly.*

The conquest of liberty is not difficult; the question is, where to put it—with whom to intrust it. If to the multitude who achieved it it be committed, it will perish of anarchy. If national guards are employed in its defence, the bayonets which protect it are at any moment able to destroy it for a military despotism. If to a republican king it be intrusted, it will have to be regulated by state policy, and fed on bread and water, until the action of her heart and the movement of her tongue, and the power of her arm, as under the deadly incubus, shall cease. There is not in this wide world a safe deposit for liberty, but the hearts of patriots, so enlightened as to be able to judge of correct legislation, and so patient and disinterested as to practice self-denial and self-government for the public good.—*Lyman Beecher.*

Men may mystify each other, and they may stupify the monitor within their own bosoms, by throwing the blame of perfidy on each other; but it is yet worthy to be remembered, that they act in the presence of a Being with whom the night shineth as the day, and that they must appear before the tribunal where there will be "no shuffling." For beings acting under these conditions there surely can be no wiser or better course, than that of simple, unsophisticated verity, under what conditions soever they may called upon to act.—*Prest. Wayland.*

OFFICIAL DEPARTMENT.

OPINIONS.

NEW DISTRICT.

Q. A new district was formed by division, the old one retaining the school-house and one officer, the other two officers going into the new one. How are the vacancies to be filled in the new district? Do not the other two officers hold their offices, in the new district?

A. There being no quorum left in the old district, the town clerk will appoint. The other two cease to be officers, by ceasing to belong to the district. The town board will call a first meeting, and the new district will elect its own officers. (Secs. 2, 3 and 31.)

SCHOOL-HOUSE SITE.

Q. If a town board is called upon, under section 78, to establish a site, can it locate it in some other place, near by, than the one designated by the district?

A. The board has no such power. When called upon, it is to proceed to "establish" the site which has been "designated" by the district, and no other one.

BUILDING COMMITTEE.

Q. Can a majority of the board accept the school-house, when built, if the "building committee" and one of the board object?

A. No building committee is known to the school laws, except the district board. If such a committee is appointed, it can simply advise; it can be clothed with no legal authority. As to acceptance of school-house, it might or might not be well for the board to ask the advice of such a committee if there is one, but it is not obliged to do so.

SCHOOL-HOUSE.

Q. If all the voters in the district but one, and one member of the board, are in favor of opening the school-house for meetings, can the other two members of the board prevent it?

A. The majority of the board have the legal control of the matter. It might be unwise for them, however, to act in opposition to the known wishes of the district.

POWERS OF SCHOOL BOARD.

Q. Can the board allow school to be taught on two or three Saturdays to make up lost time?

A. If the board and teacher so agree, it is not unlawful. The agreement should be endorsed on the contract.

Q. Can the board introduce book-keeping as a branch of study in school?

A. This may be done, under section 55; and ought to be done, where there are large scholars. It is only a mixture of writing and a little arithmetic.

Q. Where there are several teachers, can a board require them to hold Teachers' Meetings, on Saturdays, the contract requiring them to teach but 20 days for a month?

A. If there was a rule or usage to that effect, the teachers should conform to it. If there was no such rule or requirement, when the contracts were made, the board could not demand it. Still, if requested to meet, it would be better to do so. Teachers owe something more to their duties than the five days of six hours each actually spent in teaching.

Q. Must the board adopt and introduce Readers voted for by the district?

A. It is under no legal obligation to do so. It might be just as well to accede to the wishes of the people, but the board can judge for itself.

SUSPENSION—EXPULSION.

Q. Can a teacher suspend a pupil?

A. Yes, if the good of the school imperatively requires it; but he should immediately refer the matter to the board.

Q. Can a pupil be expelled, where no rules have been made?

A. Yes, when flagrant misconduct, or gross immorality renders it necessary for the good of the school.

OBLIGATIONS AND POWERS OF TEACHER.

Q. Must a teacher teach more than 20 days for a month, if the contract reads 22?

A. The teacher must carry out the contract. The law does not forbid a larger number than 20.

Q. Can a teacher require a pupil who has failed in his lesson to go home with him, after school, to learn and recite it?

A. This would be inadmissable. If detained for that purpose, it should be at the school-house.

TAXES.

Q. The town clerk assessed $225 upon our district when he should have assessed $325; how shall we get the other 100?

A. It can be voted assessed and collected in the district, under section 64.

Q. The town clerk apportioned $22 too much as our part of the district tax, it being a joint district; must we pay it?

A. You can resist payment, if you deem it advisable, but perhaps you can have it made right next year by mutual understanding.

SPRING ELECTION OF COUNTY SUPERINTENDENT.

Q. Are not county superintendents to be elected this spring by a law passed last winter? It is so understood here.

A. No such law was passed last winter, though erroneously so stated in some newspapers. Such a law is now pending, (March 5.)

FREE HIGH-SCHOOL.

Q. Must the town clerk give notice of the intention to vote on the question of free high-school, if requested?

A. It may be held to be his duty, if twelve voters request it.

TARDINESS.

Q. Would the law sustain a teacher who should make a rule that tardy pupils should not be permitted to enter the school-room until recess? What do you think of such a rule?

A. Tardiness is of course a great annoyance. It is difficult to say how far the courts would sustain rules excluding pupils from school for being late. It is doubtful whether it is good policy to turn tardy pupils into the street, perhaps to get into mischief; perhaps to suffer from cold, waiting outside; certainly to lose more time. Persuasion, attractive exercises in the morning, an attractive school, privation of recess, retention after school, final degradation to a lower class if all fails, would perhaps be better remedies.

EXAMINATIONS.

Q. Has a county superintendent any legal power to compel teachers to attend examinations in their respective inspection districts? Or can he refuse any teacher an examination if he should attend in another district more convenient for him?

A. There is no compulsion in the matter. The inspection districts

are formed for general convenience. The law does not confine a teacher's privilege of examination to a special district. Teachers should not unnecessarily go to other districts than the one they live in, but superintendents are not arbitrarily to refuse examination to a teachers in all inspection districts but the one they happen to live in at the time of the examinations. Absence, sickness, intention to teach in a different part of the county, etc., might be a sufficient reason for seeking examination in some other district.

SCHOOL CLOSED FROM SICKNESS.

Q. There have been several schools closed about here, on account of sickness; do the teachers lose the time?

A. Not unless they consent to. The general principle is that persons hired by the month, and standing ready to do their work, are entitled to their wages. If a teacher finds other employment while waiting for school to re-open, that should be considered, and a week or two's time might be made up perhaps with little sacrifice.

MISCELLANEOUS.

Q. What is the import of the words "a qualified teacher of the town of——," in the form of a contract with a teacher, given in the school code?

A. The form has not been altered since town superintendents examined. The words then implied that the teacher held a certificate for the town in which he was contracting to teach. Now, his certificate is for the county, unless "limited."

Q. A teacher taught five months without a license and the board refuses to pay her unless the superintendent gives her a license for the teaching she has done. Has the superintendent power to grant such a license?

A. Certainly not. The law contemplates no retroactive certificates.

Q. Can the schoolmaster vote at a district meeting, there being a tie?

A. Not legally, unless he is a legal resident of the district?

Q. Suppose he offers to vote, is challenged, and swears in his vote?

A. His vote would change the result, but if an appeal were taken and it was proved that he was not a legal voter, the action would be set aside.

Q. If a superintendent intends to annul a certificate because of a teacher's known immorality, and he has suddenly left for parts unknown, how can he give the required notice of his intention?

A. It is sufficient to leave it at his last and usual place of residence.

CORRESPONDENCE.

From the constant stream of correspondence, not intended for publication, which flows into our office, the following more or less interesting waifs have been for some time stranded in one of the pigeon holes of the editorial desk.

SCHOOL ATTENDANCE.

An intelligent town clerk, a Scandinavian by birth, and residing in a northern county, among a population chiefly of Danes and Scandinavians, writes:

While I write I wish to call your attention to another thing, which is the great stumbling block to the success of the schools here—the irregular attendance or non-attendance of many of the children. From your reports I found other places suffering from the same evil, but the district clerks' reports brought it more vividly to my attention and I do not think that any other place can equal this. From district No. 3 in this town were reported, in 1875, 28 children of school age, and in 1876, 33 children of school age. During the last school year, school was taught 100 days. No. of children attending school, two! Average attendance, two! Can it be any worse in any other place?

A few of the children had to go three miles to the school-house, but most of them lived within a couple of miles. Several lived within one mile, on good roads and had nothing to hinder them from attending school, except the criminal negligence of their parents.

The other districts in the town show better attendance, but even in the district in which I live and where I have taught ten months, there are several who neglect to send their children, under divers excuses; although since the district has decided to furnish free text-books the attendance has greatly improved.

Some refused to send their children on the ground that they were too poor to buy books for them, and when offered free use of them by the teacher, they claimed they would not accept his charity. Now there are none that can refuse to send their children on that ground; neither can they oblige the teacher to let children use any book which they see fit to bring to school. What teacher can refuse to let each child have a different kind of a book, when the alternative is (the parents will not buy new books) the children must study those books or stay at home?

Some children have too much work to do at home, and for that reason can not attend school. This is, however, mostly imaginary, and an excuse which should not be regarded. In many instances a child that attends school performs twice as much work at home as the child who is kept home to perform it. The companionship of his mates invigorates him both in mind and body. The temporary gain of a few dollars is a poor excuse for depriving a child of an education.

Some foreign parents refuse to send their children to school before they can read and write their native language. There are several other reasons for the

non-attendance of children, but these you are probably more acquainted with than I am.

Now I would ask would not a law obliging parents to secure for their children an education be a benefit? It may be it is an infringement on the liberty of the people to force them to send their children to the *common schools*, but should they not be obliged to give their children a chance for an education in some way?

In Denmark the parents are compelled to send their children to school from their 7th to their 14th year, or pay a fine for every day they stay out, as follows: during the first month about 2 cents, during the second, 4 cents; during the third, 8 cents; and so on. The value of money there is to the common people more than three times what it is here. If the children are kept away from school they have to be examined twice a year, and show an ordinary degree of intelligence. Would not a suitable modification of such a system be a benefit here?

I fear that I have been transgressing on your good will, by writing this long and unimportant letter, full well knowing that you are burdened with over-work at this time of the year, but knowing by your work that you have an interest in the education of *all* at heart, I concluded to write, as I felt inclined.

L.

HIGH-SCHOOL LAW.

The following suggestion comes from an intelligent source:

In examining the High School Law, it has occurred to me that it was susceptible of improvement in one respect, at least, instead of making the number of inhabitants in a place the basis of apportionment, the number of scholars who have pursued higher studies for thirteen weeks, after passing the required examination would seem the more common sense basis.

If this can be done, and a stated examination held, conducted by the county superintendent or some other suitable person not connected with the school, and the per centage obtained by each school published, a healthy rivalry between schools, towns, counties, etc., might be excited, which would impart new life to the interests of sound scholarship.

C. C. B.

EXAMINATIONS.

It seems to me that great good would result from county superintendent's arranging for an examination of each school, at least as often as twice a term, in spelling, arithmetic, and such other studies as might be practicable, and ascertaining the per centage of correct answers and *how much each teacher has been able to raise the percentage* during the interval, and publishing the result in such local papers as would be willing to publish, thus securing a healthful rivalry among the districts and also among the towns.

2. It seems desirable that some way should be devised to render the marking of teachers' certificates a more reliable index of scholarship. A few years ago, I was present at an examination and was requested by the county superintendent to aid him in looking over and marking examination papers. I did so, and in looking over one of the papers, I was at a loss how to mark an answer to a question in history. As the superintendent was busy I asked another who was also assisting how he would mark it. He replied: "I think one who cannot give a more satisfactory answer than that, is not fit to teach history. I should mark it zero." Feeling that this would be rather severe, I showed it to another, and he said, "The answer is not very clearly expressed, the person was probably a little disconcerted, but it shows that it is understood, I should mark it 10."

As the certificates were in part at least distributed before leaving the room by the superintendent, it must have been on the basis of our marking, and thus two certificates would have been given to two different persons which would be a more satisfactory index of the standard of the examiner, than of the scholarship of the person examined.

A partial remedy would result from requiring one person to do the entire marking, but then the standards of different superintendents vary.

C. C. BAYLEY.

GRAMMATICAL QUESTIONS.

Please give your opinion of the word "near" in the following sentence:

"Washington was buried near the Potomac." In what case is Potomac and why? I have three grammars and a dictionary, that call "near" an adverb, and supply the preposition "to" to govern the case of 'Potomac,' while a neighbor has a grammar that calls "near" a preposition. Which is right? Is not Webster considered the standard authority?

Sparta, Jan. 18, 1877. W. B.

At a Teachers' Association, held at this place to-day, there was a disagreement as to the disposition of the following, viz: "I knew of her making the bonnet," the analysis of which was to be referred to you. Please send me the same and oblige. L. R. B.

Elroy, Feb. 19, 1877.

ARITHMETICAL QUESTION.

DEAR SIR: In the summer of 1875 at the June examination at Annapolis, Md.. for admission as cadet midshipman in the United States Naval Academy, was the following example in arithmetic:

Find to five decimal places the sum of the fractions—

$$\frac{1}{1}, \frac{1}{2}, \frac{1}{2.3}, \frac{1}{2.3.4}, \frac{1}{2.3.4\,5}, \frac{1}{2.3.4.5.6}, \frac{1}{2.3.4.5.6.7}, \frac{1}{2.3\,4.5.6.7.8}, \text{ and } \frac{1}{2\,3.4.5.6.7.8.9}.$$

I have never seen these dots used in any arithmetic that I have studied. I

have shown the example to several teachers (among them a county superintendent) but no one could give the meaning of the dots. Will you please write and explain to me their meaning.

Almond, Wis., Dec. 5, 1876. O. J. F.

From an Appreciative Subscriber.

Either my appetite is unusually keen or else the January number of the JOURNAL is one of the best that has been issued. As the first of a new year it is certainly a *worthy*, and should be an *influential* representative of the educa tional spirit of our State.

The first article of this number more than compensates for the total expense of several years' subscription. Its teachings should be incorporated into the thought of every teacher and friend of higher education. It cannot fail to prove a whetstone to its readers, that shall sharpen the intellectual weapons with which to combat the opposition (not formidable indeed, but nevertheless opposition) to the high school, and all above it.

More articles of a like spirit upon themes equally important and practical in their bearings upon our educational work are needed to strengthen the feeble knees of those kindly disposed to a good system in all its grades, and also, to turn from their idols the blind worshipers of the "three R's."

Other matters are in mind to speak, but I'll not weary you.

Please send the JOURNAL to the following teachers of Janesville.

* * *

I trust this is but a drop before the shower.

Respectfully yours, R. W. B.

Janesville, Feb. 15, 1877.

LETTER FROM INDIAN TERRITORY.

[The State Superintendent recently received a letter from the Principal of Wahpanucka Institute, Chickasaw Nation, Indian Territory, which contains some points of interest. One or two years ago, the writer sought some information, and in sending it the Superintendent asked to be favored in return with some salient facts in the educational status of that *terra incognita.*]

I am under many obligations to you for favors long since received. I would have answered sooner, but I refrained from doing so, thinking I might be able to send you our school laws. I am sorry to state that, with all the wealth of this people (and they are the richest people on the continent), the school laws are such as no enlightened nation would put in print.

We have four academies or so-called high schools, with several common schools. The said schools are in this, the Chickasaw Nation, and cost it about $60,000 annually. My school costs the Nation $7,425 yearly, for teaching and oarding for ten months, 45 pupils.

There are some very beautiful young ladies, almost white, in my school, who are an honor to any one connected with the affairs of the Indians.

By the way, I am offering $40 per month, with board and washing, to a suitable lady to assist me. She must be in possession of a first class certificate, be able and willing to oversee in domestic matters, and be willing to wait on the sick.

A lady of experience in teaching, who understands vocal and instrumental music, suitable for school and church, one who would take an interest in all the affairs of the Institute, may have an almost permanent situation. Please put me in communication with such a one.

Yours very respectfully, ALEX. CARROLL.

Boggy Depot, Indian Territory, Jan. 26, 1877.

EDITORIAL.

A FORTUNATE ESCAPE.

We are barely able this month, before going to press, to refer to the narrow escape of our school system from one of the greatest perils that has threatened it since its organization. One of the most shameless and wanton conspiracies ever organized for private ends, under the false pretense of public advantage, has just been frustrated by the prompt and indignant opposition of the educational forces, and the disinterested press of the State.

A scheme was meditated and planned, as there is every reason to believe, more than a year ago, by the needy and desperate newspapers of the capital, *to secure for themselves, for half a generation, the monopoly of publishing all the text books used in the public schools of Wisconsin.* At a late day during the session of the present legislature the plot was sprung, and pushed with all the energy of desperation, by the trio of conspirators, with the aid of such members of the upper house as, either through interest, or ignorance of the character and consequences of the scheme, were induced to lend it countenance and support.

Before these words are read, the forced modification of the original plan, and its passage in the Senate; the overwhelming defeat it suffered in the Assembly; the violent and scandalous abuse of the State Superintendent and the President of the State University, by the disappointed newspapers of Madison; and the emphatic condemnation of the scheme by the press and educators of Wisconsin, will be well known in every district and hamlet.

Further reference to this subject in the present issue, is impossible; but the

readers of the JOURNAL may expect to see in its pages next month a pretty full and care fully prepared history of this scandal, from the pen of the State Superintendent. *He is in possession of information relating to the matter which the interests of education and the interests of honest government alike require should be circulated and known everywhere throughout the State.*

The State Examination for 1877.

The State Superintendent has already issued, some months earlier than usual, the announcement of the annual examination of candidates for State Teachers' Certificates. This has been done in order that teachers who desire to attend may know, thus early in the year, all the conditions, and may be enabled to make some systematic preparation for the trial. We print the announcement in full, and desire at this time to call *special attention to this important subject.*

As we said last month, "Some hundreds of teachers could not do a wiser thing thrn to commence at once systematic preparation for securing a State certificate." An additional year is allowed, if necessary, after the first examination, to complete the work; and, with this privilege, the task of securing a certificate is certainly, to many scores of intelligent, scholarly, and ambitious young teachers, within the bounds of easy accomplishment.

From our point of view, the chief advantage in a State certificate is a subjective one. It gives a feeling of independence and manliness. It enhances self-respect. It makes one feel that he honestly belongs to the profession, and is not a "casual" or a quack. The State Certificate is to the teacher what the diploma is to the physician, a permanent evidence of honest preparation and honorable fitness. To him who has a university or college diploma, the cer tificate is of course less valuable in this respect; but since the former has no recognition in the school law, even the graduate, if he desires to teach, finds in the latter that independence which is generally most prized by the best cultured.

From a more material and practical point of view, the "freedom of the State," involved in a certificate is of great advantage. School Boards often, perhaps generally, rate a State Certificate above a college diploma. They consider it the better evidence of qualification for *teaching*. It commands position and money more certainly than any other evidence of mere attainments.

Again, to those not able to enjoy the benefits of a collegiate or normal school course, the State examination offers an incentive to *self culture*. It does not require residence and study in any particular place. Home study, may find in the examination the same reward as university study. Let there be proper knowledge of the subjects, with sufficient successful experience in the school room, and the required conditions are fulfilled.

We hope these words will incite in many young teachers who read them, a determination to take advantage of this means for the promotion and reward of home studies. If the college or normal school course is out of the question, let the Examination Course be pursued. Let an honorable ambition reach out after *something* that shall promise additional strength, honor, and profit in the future.

LEGISLATIVE ACTION.

So far as we have discovered, the only acts of a general nature, passed by the legislature just adjourned, which affect the public schools, are the following:

Chapter 162 forbids county superintendents, school officers and teachers, under penalty, to act as agents for school-books, etc.

Chapter 184 makes it lawful for school boards to admit persons of foreign birth over 20 years of age to the public schools, upon their making declaration that they desire to learn to speak and write the English language better.

Chapter 232 authorizes the purchase of 250 copies of Webster's Dictionary, but fixes the maximum price to be paid at $6 instead of $8 as heretofore. This will simply have the effect to prevent the purchase of any until another legislature assembles. It was a slight spasm of the "cheap-book" fever.

Chapter 249 adds a section to the free high school law which enables cities to avail themselves more readily of the benefits of the law.

We shall give the text of these laws, so far as necessary, in our next issue.

A bill for a State school tax was introduced but did not meet with much attention or favor. The time has not yet come it seems, when the unselfish educational sentiment of a Wisconsin legislature is strong enough for the passage of so beneficent a measure. But the time will come, and it is not so great a misfortune to wait as it would be to have such a law enacted prematurely and repealed.

Three different bills were introduced looking to "State uniformity" and cheapness in the matter of school-books. The first two were killed without getting very far. Of the three, that known as the "Sylvester Bill" was the least objectionable. It provided substantially that the State Superintendent should select books (to be approved by the presidents of the Normal Schools), and obtain favorable terms of supply, and that all school boards should within two years adopt from those selected, and make no change for five years.

But the third one, which may perhaps be styled the "Impecunious Madison Printers' Bill," was the monstrosity of the session. It was introduced by Senator Davis of this county, and passed the Senate, 13 to 19, but so emasculated by amendments that it would perhaps have been nearly or quite inoperative if it had become a law. By the time it came up in the Assembly however, 63 members had got their eyes well opened, and only 27 voted for it. But for the timely protests of the State Superintendent, the President of the University and other friends of education, as well as the earnest opposition of a portion of the press, there is reason to fear the measure would have succeeded. Its history, mystery and iniquity will yet be made known to the people of the State.

A bill, the design of which was to place some restrictions upon the size, shape and formation of school-districts; upon the building of unnecessarily expensive school-houses, and upon the levy of excessive and unjust taxes for school purposes—in other words to restrain the acts of a certain class of persons known as "professional tax-thieves," failed to become a law. Non-resi-

dent land owners must therefore continue to be plundered, except as they can find redress through the courts.

A second attempt to change the time of the election of county superintendents to spring also failed. This is not to be regretted if it is possible to get at some other mode of creating these officers than by popular election.

On the whole, it may be said that if the legislature did little this winter for the cause of education, it abstained from doing some seriously threatened mischief. The conviction we think is constantly increasing in the State that the great change needed first and foremost, is the town system. This would cause many evils and anomalies to disappear, would settle the text-book question, would greatly equalize both the benefits and the burdens of the schools, and would prepare the way for a State school tax.

It should be set down to the credit of the legislature that it refused to meddle with the school-month.

STATE TEACHER'S EXAMINATION.

The regular examination of candidates for State Teachers' Certificates will be held at Madison, commencing Tuesday, August 7, 1877, at 8:30, a. m. The examiners for the current year are President W. D. Parker, of River Falls Professor Albert Salisbury, of Whitewater, and Professor S. H. Carpenter, of Madison.

Applicants for Certificates will be examined in the following branches of study:

(1.) For an UNLIMITED State Certificate, the branches now required for a first grade county certificate, with the addition of English Literature, and the rudiments of Botany, Chemistry, Geology, Political Economy, General History and Mental Philosophy.

This Certificate will be issued only to those who present satisfactory evidence of successful teaching for at least NINE terms.

(2.) For a LIMITED (five years) State Certificate, the branches now required for a first grade county certificate, with the addition of English Literature and the rudiments of Mental Philosophy.

This certificate will be issued only to those who present satistactory evidence of successful teaching for at least THREE TERMS.

Applicants who fail in any of the branches required for either of the above certificates, may present themselves for re-examination in studies within one year. A re-examination in the branches in which they were successful will not be required.

The following will be the Order of Examination:

Tuesday, August 7th, Arithmetic, Orthography, and Orthoepy, English Grammar with Analysis, Reading and Oral Exercises.

Wednesday, August 8th, Algebra, Civil Government, Geography, United States History, English Literature, Penmanship, and Oral Exercises.

Thursday, August 9th, Geometry, Mental Philosphy, Natural Philosophy,

Physiology, Botany, Theory of Teaching, and Oral Exercises.

Friday, August 10th, Political Economy, Chemistry, General History, Geology, Botany, and Oral Exercises.

There will be three sessions daily:—8:30, a. m., to 12:30, p. m.—2 to 5, p. m. —7:30 to 9:30, p. m.

EDWARD SEARING,
Superintendent of Public Instruction.

Madison, February 26, 1877.

SPRING INSTITUTES.

County.	*Place.*	*Time.*	*Duration.*	*Conductor*
Dane (2)....	Oregon.....	March 19....	1 week.	Prof. GRAHAM.
Fond du Lac	Fond du Lac.....	March 26....	1 week.	.....
Portage	Plover.....	April 2.....	1 week.	.....
Dodge, (1)..	Juneau.....	April 9.....	1 week.	.....
Monroe.....	Sparta.....	April 16.....	1 week.	.....
Dane, (1)...	Sun Prairie.....	March 19....	1 week.	Prof. MCGREGOR.
Juneau.....	Wonewoc.....	March 26....	1 week.	.....
Columbia ..	Portage.....	April 2.....	1 week.	.....
Iowa.....	Dodgeville.....	April 9.....	1 week.	.....
LaFayette..	Shullsburg.....	April 16.....	1 week.	.....
Crawford...	Wauzeka.....	April 23.....	1 week.	.....
Jefferson...	Ft. Atkinson.....	March 19....	1 week.	Prof. SALISBURY
Rock, (2)...	Milton.....	March 26....	1 week.	.....
Waukesha..	Waukesha.....	April 2.....	1 week.	.....
Marquette..	Westfield.....	April 9.....	1 week.	.....
Sauk.....	Spring Green.....	April 16.....	1 week.	....
Richland...	Richland Center...	April. 23.....	1 week.	.....
Pierce.....	Rock Elm Centre...	March 5.....	1 week.	Prof. THAYER.
St. Croix...	New Richmond....	March 19....	1 week.	.....
Eau Claire.	Augusta.....	March 26....	1 week.	.....
Dunn.....	Menomonie.....	April 2.....	1 week.	.....
Pepin.....	Durand.....	April 9.....	1 week.	....

N. B.—No money can be paid by the Committee this Spring for lectures delivered at Institutes.

EDWARD SEARING,
W. H. CHANDLER,
Institute Committee

Madison, March 7, 1877.

Some of the above Institutes will be in session before the March number reaches our subscribers, the issue of which has been unexpectedly delayed

NEW PUBLICATIONS.

THE NORMAL HIGHER ARITHMETIC. By Edward Brooks, A. M., Principal, and Prof. of Mathematics, in Pennsylvania State Normal School, and author of several Mathematical works. Phila.: Sower, Potts & Co.

This treatise is designed to meet the want of a work embodying the application of arithmetic to the higher needs of the business world. It contains numerous problems such as occur in wholesale and custom-house business, fire, marine, and life-insurance, banking, annuity, and trust companies, civil and mechanical engineering, and various other branches of business, and thus covers a ground not covered by ordinary works. The book is well printed, contains 500 pages, and is sold for $1.38.

LEE and SHEPARD, of Boston, are just issuing a "Young Folks' Book of American Explorers," as a companion volume to the "Young Folk's History of the United States," by T. W. Higginson. We predict that it will prove highly attractive. The title should be, rather "Explorers of America." Kane, Hayes, Hall, etc., were American Explorers.

LITTELL'S LIVING AGE.—The numbers of *The Living Age* for the weeks ending February 24th and March 3d contain the Life of the Prince Consort, by Rt. Hon. W. E. Gla stone, *Church Quarterly Review;* Forel on the Ants of Switzerland, *Edinburgh Revien;* Magazine Literature, *Church Quarterly;* Goethe in his Old Age, by Edward Barrington de Foublanque, *New Quarterly;* Mediterranean Deltas, *Edinburgh Review;* Weimar under Schiller and Goethe, *Contemporary Review;* The "Dreadful People" who go to Court, *Truth;* Wit in Court, *Leisure Hour;* The Eastern Polar Basin, by Augustus Petermann, *Macmillan;* How it Happened, by Narissa Rosavo, *Victoria Magazine;* Mariuccia, *Fraser;* an installment of "The Marquis of Lossie, by George MacDonald, and of William Black's new serial, together with choice poetry and miscellany.

The back numbers containing thefirst installments of a McDonald's new serial are still sent gratis to new subscribers for 1877. For fifty-two numbers, of sixty-four large pages each (or more than 3000 pages a year), the subscription price ($8) is low; while for $10.50 the publishers offer to send any one of the American $4 monthlies or weeklies with *The Living Age* for a year, both postpaid. Littell & Gay, Boston, are the publishers.

THE LITERARY WORLD is a monthly journal of twenty pages, published the first day of every month, in Boston and occupied exclusively with critical reviews of new publications; choice extracts from such as are of special interest; discussions, original and selected, of literary topics; and information of various sorts about authors and their work; having for its specific and constant aim to disseminate a knowledge of good books, to promote a love of useful reading, and to extend and deepen the influence of all wholesome literature. It will hereafter be issued by Edward Abbott and E. H. Holmes, of the *Congregationalist*, Mr. Abbott taking the editorial charge.

LIPPINCOTT'S MAGAZINE for March opens with a very interesting illustrated sketch of travel entitled "In the Valleys of Peru," which is followed by an entertaining account of "An Adventure in Japan," also finely illustrated. "Seth" is a good story by Fannie Hodgson Burnett, and "A Jewish Family," also a story, presents a strong picture of Jewish life and character. Next are presented some very interesting recollections and anecdotes of T. Buchanan Read, the well-known author of "Sheridan's Ride;" "Place aux Dames, or, The Ladies Speak at Last," is an amusing little play in which various female characters from Shakespeare's works are introduced and made to speak in a manner that would surely astonish the "Bard of Avon." "The Marquis of Lossie," by George Macdonald, and "Young Aloys," from the German of Auerbach, are continued. Then we have three charming poems by Charles De Kay, Kate Hillard, and Sidney Lanier. "Our Monthly Gossip" is full of good, short papers, and the "Literature of the Day" includes several able reviews.

The *Atlantic* for March has a striking story, entitled, "Rodman, the Keeper," who was custodian of one of the national cemeteries at the South. Longfellow contributes "A Rosary of Sonnets," five in number. J. H. A. Bone writes of "Old English Guilds and Trade Unions." Howells gives the second installment of his sparkling little comedy, "Out of the Question;" and Henry James, Jr., has two more chapters of "The American," which draws near its conclusion. "Our Last Year in the Backwoods of Canada" gives some sad experience in the wilderness. E. S. Nadal treats of "Newspaper Literary Criticism, and G. W. Benjamin describes his ascent of the difficult peak of Teneriffe. "Old Woman's Gossip" reaches its twentieth chapter, and is followed by an able essay on Dicken's "Hard Times," by Edwin P. Whipple. "The Contributor's Club" contains many bright things, and the department of Recent Litereture is unusually full. Under "Education," Prof. Thomas Davidson announces himself the author of the article on "The Study of Greek in Harvard College" in the January *Atlantic*, and makes a vigorous reply to the criticisms which that has called forth. Altogether, the number is a very readable one.

THE NEW JERSEY PUBLIC SCHOOL JOURNAL is the title of a new periodical in the small newspaper form. It is fitting that the excellent school system of this State should have its exponent, and we hope and expect to see a vigorous sheet issued under the above title. It is printed at Bloomfield. C. J. Majory, editor and publisher.

THE ECLECTIC TEACHER AND SOUTHWESTERN JOURNAL OF EDUCATION, is printed at Carlisle, Kentucky, is edited by I. C. H. Vance, H. A. M. Henderson, and W. H. Campbell. It has State Departments for Kentucky, Arkansas, Mississippi, Georgia, and South Carolina, We hope to see the time when each of these States will have its own Educational Journal.

KRUSI'S DRAWING CARDS.—We have received No. 9 of the Architectural Series noticed last month. The Series is prepared by Charles Babcock, Professor of Architecture in Cornell University.

NOTES.

The "Carolina Teacher" has been consolidated with the the "Eclectic Teacher and S. W. School Journal."

One of our subscribers wishes to know how to manage children of a frivolous turn of mind, in school. If any one has a successful method, let him speak.

The third meeting of the Richland County Teachers' Association will be held at Richland Center, Saturday, March 24th. Professors Porter, of that village, and Sabin, of Lone Rock, are upon the programme, and the subjects have a practical look.

The *Kenosha Telegraph*, in commenting on the bill in the Legislature changing the time of electing county superintendents, very sensibly suggests that our law makers stop tinkering little defects in our educational laws and set about an intelligent revision of the whole public school system.

The Governor has appointed Hon. J. B. Cassoday, of Janesville, and Hon. W. E. Carter, of Platteville, members of the Board of University Regents, in place of Hon. H. G. Winslow and Hon. J. K. Williams, whose terms of office expired February 1st, 1877. T. B. Chynoweth, Esq., of Green Bay, whose term expired at the same date, has been re-appointed.

The Annual Report of the State Superintendent will probably not be ready for delivery much before the first of April. The delay is due to the State Printer, who was able to accomplish very little work upon it during the session of the legislature. Those who have so numerously applied for copies will please be patient. Their names are on file and copies will be sent to them at the earliest moment.

The indignant surprise of the best educational men in the State and the West over the attempted text-book monopoly scheme is abundantly manifest in the letters received by the State Superintendent. When such men as Presidents Angell, Chapin, Bascom, Phelps, Albee, Parkor, Professors Sherman, Graham, Hon. J. L. Pickard, and scores of others of like character, write in indignant remonstrance against their course, it is time for selfish demagogues to crawl back into their lairs. The people of Wisconsin know who are the true friends of education.

A teacher wishes to know as to the value of Goodrich's U. S. History as a text-book in our schools. Will some one who has used it make answer.

The *Waupaca Republican* says there are upwards of twenty pupils from outside the district attending the High School, paying a tuition fee of five dollars a term, and that the number is increasing daily.

Prof. A. A. Miller, Principal at Waukesha, in a letter enclosing the names and money of six new subscribers, says: "These are all my teachers, and are *new* subscribers. If all of the schools in the State will do as well, I think there would be no doubt as to the success of the JOURNAL."

Supt. Tracy, of Rock county, says in his special report, printed in the forthcoming Annual Report of the State Superintendent: "Several of the districts have heeded the suggestions from the State Department and have greatly improved and beautified their school grounds by planting 'Centennial trees' and shrubbery."

The meeting of the Washington County Teachers' Association at Cedar Creek, Jan. 27, was one of the largest gatherings of the kind ever held in the county, the new school building being completely filled. A committee, appointed at the preceding meeting to consider and report on the propriety of holding a fair under the auspices of the Association, for the exhibition of pupil's work, reported in favor of such a project, and the Association decided to hold such a fair.

The *University Press*, published semi-monthly by the students of the State University, is one of the handsomest of our exchanges. It is a sixteen page, three column quarto, the size of the *Nation*, and with its tinted paper and beautiful type is a luxury to the eye. It is well managed by an editorial board of six undergraduates, and we fancy is one of the best college papers in the country. It is no uncommon thing to see in it an article from some member of the University Faculty. In the number before us, is the conclusion of an excellent Address delivered by Prof. Allen before the university of Nebraska, in June last.

We observe, too late for correction, that in the "Notes from a German University," on page 108, "pancorum" is twice printed "pancoxum."

A gentleman in Tennessee writes to ascertain the working of the "free text-book plan" in Wisconsin, and says the plan is attracting favorable attention in his county.

Both the River Falls papers now have "educational columns," which must be of much interest to local teachers. Pierce county seems to be thoroughly awake educationally.

The Cambria (Columbia county) Teachers' Association held a profitable meeting February 5, in the exercises of which Supt. Scott and Rev. A. O. Wright, Principal of the Fox Lake Seminary, took part. No less than 33 teachers were present and as many spectators. These meetings are of great value to teachers, when conducted as this appears to have been. D. H. Ennis is President, and H. R. Hughes, Secretary.

Mr. I. A. Sabin, now Principal at Lone Rock, says in a recent letter:

"I find my school one of the most agreeable I have taught. The gradation and course of study recommended by the law governing union township high schools are working admirably with us. The school is full, fifty-two in daily attendance, twenty non-resident pupils. The interest and deportment are truly commendable.

The enterprise for the education of young ladies, for some years carried forward at Lake Forest, Ill., under the Hon. EDWARD P. WESTON, former State Superintendent in Maine, has been transferred to Highland Park, with a full corps of teachers. This change has been made in consequence of the desire of the trustees of the institution at Lake Forest to convert it into a "university" for the education of young gentlemen and ladies together.

Prof. J. H. Terry, Principal at Mineral Point, has just issued to the "patrons and friends of the Free High School" in that city a seasonable and most excellent printed circular, showing the condition and needs of the school, and in particular the duty of parents to encourage attendance until the full course is completed. His words on this point are admirable. The address should be read and pondered by every citizen. We hope to find room for a good portion of it in the JOURNAL at an early day.

W. F. Bundy, Principal at Sauk City, read an admirable paper at the late session of the Wisconsin Academy of Sciences, on the Crustacea of this State.

Prof. J. D. Bond, of St. Paul, has taken out a new copyright for his writing book, with a change of title from *Red-Lined Copy Book* to *Staff-Lined Writing Book*. The work is still meeting with large favor, orders having been recently received from Milwaukee, Eau Claire, Watertown, Racine, Kenosha, etc., of this State; from the Normal School at Normal, Ill.; from Des Moines, Iowa, and other places.

The *Educator*, a neat little four page weekly published at Muscoda, Wis., by Chas. H. Darlington, is one of our welcome exchanges. It has reached the 15th No. of Vol. I, and is growing more readable and useful with each successive issue. Being confined in its scope chiefly to one county, Richland, it gives much local information, and is doubtless both interesting and profitable to the wide awake teachers of that county. Supt. Parsons makes it largely his organ.

We have received, reprinted in circular form, an editorial from a recent number of *The Educational Weekly*, on "The Value of Normal Schools." It treats chiefly of the Normal Schools of New York, which have recently been slightly threatened by the legislature with abandonment as State institutions. Six hundred copies of this article were ordered by the Department of Public Instruction of Illinois for distribution in the Legislature and elsewhere. In this, as his wont, President Phelps talks to the point and convincingly.

Hon. H. S. Tarbell, recently elected Superintendent of Public Instruction of Michigan, was, we believe, the choice of the teachers of that State for the position, having been formally recommended therefor by a State convention of Superindents some time previous to the meeting of the Republican Convention. This was eminently proper, and tended to a wise removal of the office from the arena of politics. The Democratic Convention should have also nominated Prof. Tarbell, who was no politician, but an exceedingly fit man for the office, according to all accounts. If the teachers of every State would take this matter into their own hands, as the lawyers do in the case of the judges of our Supreme Court, without respect to politics, they would dignify their profession, and give greater unity and efficiency to the work of State Education.

The *Juneau County Argus* says:

Some Kindergarten work has been added to the primary department of the New Lisbon school. Under the care of Miss Brewster it will be a success. Visit this department.

Only one other State in the Union, Oregon, has its legal school population embraced between the same ages as Wisconsin, viz: 4 and 20 years. In 10 States the limits are 5-21; in 9, they are 6-21; in the others they very from 4-16 only in Connecticut, to 6-20, only in Kentucky.

Marinette, in Oconto county, presents a remarkable example of good common sense, in school matters. The town as a whole, remains one district. The schools in and out of the village, are under the one original board. Prof. Crawford, from Athens, Pa., is the present efficient Principal, and has three assistants in the other departments, two of whom are, Miss Williston and Miss Bass. Graduates from Platteville have generally been employed for some years, and a healthy enlightened school sentiment prevails; likewise a generous rivalry with Menomonee, in Michigan, on the opposite side of the Menomonee river. The people, though numerous enough to make a small "city" of the Wisconsin type, have never even found a village incorporation necessary. This implies good morals and good order, as well as good schools.

The article on the "School Savings Bank," printed in this issue, will be read with interest. It gives a glimpse at a "new departure" in the school systems of two or three European nations which has not yet attracted much notice in this country. We are deeply impressed with the value of this new feature as a legitimate and efficient educational factor in a State system of instruction having in view the training of youth for good citizenship. To teach to the child the value of money, to induce the desire and habit of saving, and to practically acquaint him thus early with some business forms and usages, must certainly be recognized as legitimate school work,—as legitimate as instruction in theoretical arithmetic or book-keeping, upon which the business of the world is so largely based. The article referred to was translated from the French by Hon. S. T. Merrill, of Beloit, member of Assembly for two years past, and originator of the Wisconsin Savings Bank Law of 1876. We hope, during the year to give further information on this interesting subject.

A meeting of the Superintendents' Section of the National Teachers' Association will be held at Washington, D. C., March 1st, 2d, and 3d, 1877.

The following subjects have been arranged for the consideration of the members of said Section at this meeting:

First—The organization of an Educational Museum and the provision of plans and means for its operation.

Second—The further consideration of the plans for publications connected with and growing out of the Centennial.

Third—The promotion of Popular Education in the South.

Fourth—A consideration of the proposed reduction of salaries paid teachers, and the relation of secondary instruction—or the High School—to the Public School.

It is thought best that the discussion of these questions be conducted in an informal and a general manner, hence all persons who are interested are invited to participate.

A general attendance of the Superintendents of the United States is desired.

The Hopkins University, at Baltimore, is the richest in America, having an endowment of $3,000,000. The buildings are to be erected from the income, the endowment remaining intact. In organization and character of work it will be different from any other existing college or university in this country, and similar to the universities of Germany. Its province will be in general, to supplement ordinary college training. Hence its students will be mostly graduates of colleges. This university will supply a need, and, we doubt not, prove an honor and blessing to the nation. We most cordially welcome it as marking a new era in higher education in America.

We, however, respectfully protest against one feature of this institution—its name. Its friends are greatly mistaken if they think the American people are willing to call it the Johns Hopkins University. Not three times three million dollars would induce them to adopt so useless and ridiculous a cacophony. Inextinguishable anger rises in our own breast whenever we see the linguistic outrage. A long suffering people will cheerfully endure "Hopkins" University, hoping that lapse of time will in a measure consecrate that name. It is barely possible that a few additional millions might eventually reconcile them to "John Hopkins" University. But "Johns Hopkins" University!—we are profoundly convinced they will forego extra-superior education rather than consent to speak the barbarism. Why could not so noble an educational foundation have a name, which, in appropriateness and orotund felicity, would be worthy of it—the "*University of Baltimore*"?

The State Superintendent of Maine writes for information respecting our excellent institute system and work, and says they are trying to re-establish institutes in that State.

The *Janesville Gazette* speaks in very high terms of a lecture on Horace Mann, recently delivered in the Home Course, by Mr. Frank Brooks, one of the teachers of that city. The *Gazette* says:

"From the beg'nning to the close the speaker held his audience in closest attention as he pictured in clear outline, not only the external life of this hero of popular education, but the internal life of that great soul, not yet appreciated in America, for the simple reason that all prophetic souls not only fail of appreciation in their own country but in their own age.

* * *

"Mr. Brooks did not confine himself to mere biography but interspersed his lecture with pointed criticisms and comments upon the present condition and needs of our school system. It is a lecture that ought to be delivered before every teachers' institute in Wisconsin. It is a lecture that every school teacher should hear. It is a lecture that every parent ought to hear."

We call attention to the significant words of our correspondent, elsewhere printed: "Since the district has decided to furnish free textbooks the attendance has greatly improved."

The tenth No. of the *Educational Weekly* is on our table, and in view of the genuine and growing excellence of this new journal, we feel that congratulations are due to its projectors and editors for the success thus far achieved. The editorial articles have been vigorous and orthodox; the papers of contributors generally interesting and practical; and the abundant "Notes" decidedly readable. The "State Departments" are not of uniform excellence, but time will improve these. In general make-up and good looks, the *Weekly* resembles, and almost equals, that prince of papers, after which it was in this respect modeled—the *Nation*. We wish it abundant prosperity, and hope it will, at the next Centennial, be as now, the vigorous friend of Normal Schools and the determined foe of educational (text-book) demagogues.

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DR. JOHN S. HART, in an excellent lecture to teachers, says: "A well thumbed dictionary is one of the invariable signs of a good teacher. One of the best teachers I ever knew, used to be notorious for traveling about her class rooms with a Webster's Unabridged under her arm. In a State Normal School, with which I am acquainted, in the study room of those preparing to be teachers, Webster's Unabridged lies upon the table, and so constant is the reference to it, that the book has to be rebound every two or three years."

Published by **G. & C. MERRIAM,**
Springfield, Mass.

Sold by all Booksellers.

THE STATE NORMAL SCHOOLS.

Platteville, Spring Term, will open Tuesday, April 3.
River Falls, " " " Tuesday, April 3.
Whitewater, " " " Wed'sday, April 4.
Oshkosh, " " " Tuesday, April 10.

TERMS OF ADMISSION.

The Board of Regents of Normal Schools has adopted the following regulations for the admission of Students to any State Normal School.

1. Each Assembly District in the State shall be entitled to eight representatives in the Normal Schools, and in case vacancies exist in the representatiou to which any Assembly District is entitled, such vacancies may be filled by the President and Secretary of the Board of Regents.

2. Candidates for admission shall be nominated by the County Superintendent of the County (or if the County Superintendent has not jurisdiction, then the nomination shall be made by the City Superintendent of the city,) in which such candidates may reside, and they shall be at least sixteen years of age, of sound bodily health and of good moral character. Each person so nominated shall receive a certificate setting forth his name, age, health and character, and a duplicate of such certificate shall be immediately sent by mail, by the Superintendent, to the Secretary of the Board.

3. Upon presentation of such certificate to the President of a State Normal School, the candidate shall be examined, under the direction of said President, in the branches required by law for a third grade certificate, except History and Theory and Practice of Teaching, and if found qualified to enter the Normal School in respect to learning, he may be admitted, after furnishing such evidence as the President may require of good health and moral character, and after subscribing to the following declaration:

I, ——— ———, do hereby declare that my purpose in entering this State Normal School is to fit myself for the profession of teaching, and that it is my intention to engage in teaching in the public schools of this State.

4. No person shall be entitled to a diploma, who has not been a member of the the school in which such diploma is granted, at least one year, nor who is less than nineteen years of age; but a certificate of attendance may be granted by the President of a Normal School to any person who shall have been a member of such school for one term, provided that in his judgment such certificate is deserved.

The Terms of Board at each locality are moderate.

Information as to board and other matters may be obtained by addressing the Presidents of the respective schools, as follows:

President E. A. CHARLTON, at Platteville. President W. F. PHELPS, at Whitewater.
President GEORGE S. ALBEE, at Oshkosh. President W. D. PARKER, at River Falls

WISCONSIN

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THE TEXT-BOOK CONSPIRACY.

Probably no legislative measure for years has attracted more general attention and discussion throughout the State than the one recently defeated, entitled "A bill to cheapen the cost of supporting the common schools of the State." It is the purpose of the present article, foreshadowed in the last number of the JOURNAL, to give such a full and clear history of the origin and character of the scheme embodied in that bill as shall at once be a fitting response to the expressed desire of many teachers, and a useful contribution to our educational history. It will be the aim of the writer to give only well ascertained facts, and to leave chiefly to his readers such deductions and comments as those facts appear to warrant.

On the first day of February, 1877,—by joint rule the last day upon which the introduction of new business was allowed,—a bill with the above title was introduced into the Senate by Hon. R. E. Davis, of Dane county, was read first and second times and referred to a select committee consisting of Senator Hiner, and ordered not printed. Nearly two weeks passed without any report from the select committee. Meanwhile, the "silent bill," as it was denominated by a Milwaukee paper, had begun to attract some attention and comment. Its character and the purposes of its friends had been pretty clearly ascertained in advance of its publication, had excited some alarm, and even begun to provoke indignant criticism from the press in some quarters.

Meanwhile, after a delay of nearly two weeks, the object of which the friends of the measure said was to perfect the bill, it was, on the

14th of February, "reported back with substitute"—i. e., a substitute was reported by the special committee in place of the original bill, which consisted of a mere title. This substitute bill was ordered printed, and was referred to the Committee on Education, composed of Senators Richardson, Davis, and Hiner. On or about the 17th of February, the bill was for the first time upon the desks of the members, in printed form. The session was then, it will be remembered, well advanced towards its close.

BILL 215, SENATE.

The bill, as then first published, after the double delay in being introduced and reported, was seen to have the following leading provisions:

First, a provision for a "State School Book Commission," composed of the Governor, State Superintendent, and President of the University, whose duty it should be "to provide suitable uniform school text-books for the use of all the common schools of the State."

Second, a provision that the said commission should "select such copy-rights, in manuscript or other form, as shall constitute a complete series of school text-books," and, immediately after such selection, should "notify the contractor (a person afterwards named and his duties designated) and the owner or owners of such selected copy-rights, of such selection." "If," continues the provision, (Sec. 4) "*the said contractor and copy-right owner or owners shall fail to agree as to the terms of royalty fee or royalty fees to be paid by the contractor for the use of such copy-right, the said commission shall select such other copy-rights* as the said contractor and owner or owners can agree upon, as to terms of purchase. (N. B. There was nothing necessarily to prevent an indefinite failure to agree—an indefinite selection by the commission and rejection by the contractor.) The section thus closes: "No other copy-rights shall be selected by the said commission, in lieu of those so selected and agreed upon as aforesaid, *without the consent of the contractor* to such selection, unless the said commission shall give notice in writing to the said contractor at least one year previous to the time fixed for such change, in which notice shall be specified the change so to be made, and no change shall be made in such selection *except in accordance with the restrictions respecting royalty fee or fees which govern the first selection*

hereinbefore specified; and no change in such selected copy-rights of any book published under the provisions of this act shall be made oftener than once in five years."

Third, a provision that "*David Atwood, of Madison, Wisconsin, is hereby appointed and designated the contractor hereinbefore named,*" to "print, bind, publish and furnish all books" ordered by the commission, "*for the term of fifteen years*" from the date of the contract, under a bond in the sum of twenty thousand dollars.

Fourth, a provision making it a *misdemeanor, punishable by a fine of not less than fifty dollars for the first offense, and not less than one hundred dollars for each succeeding offense,* "to use or permit to be used, in any public school of this State, any school book or books not published in accordance with the provisions of this act," and also "*to sell or offer to sell any book not published as herein provided for the use of such school.*"

Fifth, a provision governing the price of the State books, making it "fifty per cent. off" from the retail rates of certain standard books (whose names and prices were given in a table), except that on all works ordered in less numbers than ten thousand copies at one time, the contractor shall be entitled to ten per cent. additional to the rates established herein."

Sixth, a provision for ascertaining the number and kind of books needed to supply the schools in each school district, village and city of the State.

Seventh, a provision making it the duty of each school district, village, and city in the State *to levy and collect in advance, a tax sufficient to pay the cost price and transportation* "of any and all books published under the provisions of this act, ready to be delivered to such district, city, or village, for the use of its schools, for the year next following the levy and collection of such tax."

THE INTERESTED EDITORS.

Before the bill containing these provisions was printed—indeed, even before its first introduction, February 1st, as a "deadhead," or mere title—the State Superintendent had been made fully aware of the scheme embodied, or to be embodied, in it. The chief editors of the three daily papers of Madison had sought interviews with him for the purpose of ascertaining his views respecting the scheme, re-

moving, if possible, any objections to it that might be offered by him, and learning what would be his attitude toward the measure after it should be fairly before the Legislature. Before the bill was printed, the profound interest felt in it by these three gentlemen, and their anxiety to secure from him his approval or his passive silence respecting it, became clearly apparent to the Superintendent.

Mr. David Atwood, editor of the *State Journal*, in a private interview, read to him the entire bill, as afterwards printed, sought to ascertain the nature of his objections, and when candidly and somewhat fully informed of the same, and convinced that nothing less than open opposition could be expected from the Superintendent, appeared disappointed, and in some slight embarassment ventured an apology for his connection with the scheme.

Mr. George W. Raymer, editor of the *Democrat*, sought and had at least two private interviews with the Superintendent, in the office of the latter, for the purpose of securing his favor, or at least disarming his opposition towards the scheme, afterwards embodied in the textbook bill. The first interview was very lengthy, consuming substantially an entire forenoon, and the time was chiefly devoted to a discussion of the objections candidly and fully given by the Superintendent. In the second private interview, this editor *very frankly admitted the vital interest the papers of Madison had in the success of this measure*, and expressed himself as "very sorry" the State Superintendent felt obliged to oppose the scheme, *as it would be his political ruin*. For a fuller expression of this gentleman's frank and quite unguarded statement, the reader is referred to the letter below.

Mr. S. D. Carpenter, editor of the *Patriot*, was more assiduous in his visits, apparently even more interested in their purpose, and not less unguarded in his statements, than the editor of the *Democrat*. His frank expressions, faithfully given in substance below, were a source of some surprise to both the Superintendent and his brother.

Wavering in uncertainty for a few days whether to treat this scheme (which it was clearly apparent had been devised by, and in the interest of Madison journalists,) as worthy of serious opposition, or as so monstrously vicious and absurd as certain to fall from its own weakness, the State Superintendent, calling to mind *the confident assurance of pre-arranged success*, made by the editor of the *Democrat*, (see letter below) finally decided to treat it as a genuine danger.

But, in order that the common interest of Madison journalists in the measure might be made more clearly apparent, and in order that it might also more clearly appear that the opposing views of the Superintendent were not merely those of a single educational man, the latter suggested to the editor of the *Democrat*, in the second or third interview he had sought, the wisdom of a conference between the three editors on the one side, and the President of the University and the State Superintendent on the other. The Superintendent, in making the suggestion, said that the President was emphatically an educational man, a gentleman of judgment and candor, and, as a member of the proposed commission, ought to be consulted. He further said that the President's views on the question of State uniformity of text-books were wholly unknown to himself, and that before the conference he would make no attempt to ascertain or influence them.

The editor of the *Democrat* assented to the conference, and said that he would notify and secure the attendance of the other two editors. On the appointed evening, however, General Atwood and Mr. Carpenter did not appear. An excuse was rendered for the absence of the former, who was represented by Mr. Wootton of the *State Journal* office, and Mr. Carpenter afterwards said he had not been notified of the meeting. There were present at the conference Mr. Raymer, Mr. Wootton, Hon. H. H. Giles (who took no part in the discussion), the President of the University and the State Superintendent. During the session the bill, as afterwards first published, was read by Mr. Wootton, from proof slips, and formed the subject of free discussion. The result was on the one hand, clear and strong arguments against the measure, from the President of the University, fully sustaining the previous expressed objections of the State Superintendent, and, on the other, attempts to defend the scheme by Messrs. Raymer and Wootton. The difference of opinion was clearly a radical one, and the gentlemen of the press must have left with the conviction that both educational officers were and would remain, on principle, wholly opposed to their measure. The discussion, however, was carried on with entire courtesy and good feeling.

THE SYLVESTER BILL.

It here becomes necessary to refer to another text-book bill which attracted some attention at the time and afterwards. On the 1st day

of February, Mr. Sylvester, member of the Assembly from Grant County, introduced "A bill to amend chapter 315, general laws of 1875, entitled, 'an act to provide for uniformity and the free use of text-books in towns and cities.'" This bill, like the other, introduced as a mere title, was referred to Mr. Sylvester for completion, and, Feb. 9th, reported back by him with recommendation that it be printed, and referred to the Committee on Education. It was so referred and printed. The chief provisions of the bill were as follows:

First, a provision making it the duty of the State Superintendent to solicit, from all leading publishers, proposals for supplying the public schools of the State with text-books for a period of five years from the time of the adoption of such books by any school district, town or city.

Second, a provision directing the Superintendent of Public Instruction "to select one or more text-books, or series of text-books in each branch of common school studies, being such as shall in his judgment best promote the cause of common-school education," and then to submit "the selection made by him, together with all the proposals received from school text-book publishers in response to the circulars of the said Superintendent," to the presidents of the several normal schools of the State for their approval. The books so selected and approved were to be adopted by all school boards in the State within two years.

Third, a provision authorizing school boards to purchase the books, thus selected and approved, indirectly through the office of the Superintendent of Public Instruction, by sending all orders through that office.

There was a section prohibiting the adoption of books other than those selected and approved in accordance with the provisions of the act, but no penalty whatever for non-compliance was provided. Mr. Sylvester, whose ideas were exclusively embodied in the bill, was opposed to coercion in any form. He believed that the temper of the Legislature would demand some text-book law, and that a moderate measure like the one he proposed would be safest and wisest. He thought that if not exceeding two or three different series of books were officially selected and designated, and if their purchase at low rates, through the educational department, were made easy and well

known, a sufficient approach towards uniformity would be voluntarily secured, and on satisfactory pecuniary terms.

That the selection of the books should be primarily made by the State Superintendent, he considered in harmony with the existing law that gives school boards authority to select books "under the advice of" that officer, and in harmony with the following resolution of the State Grange, passed at the last annual meeting in Milwaukee:

Resolved, That we, as a State Grange, do recommend the Legislature of this State to pass a law which shall make it the duty of the State Superintendent of Public Instruction to select a certain series of school books which shall be used throughout the State, in all the public schools,—the State to furnish the several districts said school books at their actual cost.

Mr. Sylvester's views, as those of an intelligent and liberal minded farmer, as well as a warm friend of education, the State Superintendent thought entitled to respect. They appeared to be moderate and largely unobjectionable, and Mr. Sylvester was informed that as between the three text-book measures proposed, his would be decidedly preferred by the Superintendent; that if some text-book legislation *was inevitable*, the Superintendent hoped his bill would be honored by the Legislature. To this extent the bill met his sanction. The Superintendent informed its author, however, that he was opposed on principle to all further text-book legislation, except to secure, perhaps, uniformity in towns; that having fully investigated the subject, he was opposed to State uniformity as impracticable and mischievious, not adapted to secure the ends sought, unsuceessful wherever tried, and universally rejected by good educational authorities.

At the earnest request of Mr. Sylvester, the State Superintendent examined his bill after it was printed, and make a few slight alterations, chiefly in the interests of grammatical clearness, in order to render it as intelligible and practicable as possible, in case it should become a law.

Such were the two prominent text-book bills pending in the Legislature the latter half of March. The one in the Senate was known to be devised for selfish ends by Madison editors. The one in the Assembly was known to be the production of a candid, disinterested, and honorable man, who fully understood and strongly opposed the Senate bill, but who believed that some school-book legislation was inevitable, and that the interests of education required such legislation to be of a moderate, conservative character. The one in the

Senate was known to be filled witn certain and great peril to our school interests. The one in the Assembly was believed to be harmless, but useless and uncalled for, except as a safe conductor from a possible storm-cloud of passionate and hasty legislation.

COURSE OF THE STATE SUPERINTENDENT.

What, under the circumstances, was the duty of the Superintendent? Should he pursue the *laissez faire* policy,—letting things go as they might? Should he disregard the gathering signs of strength in the editorial conspiracy, confirming the significant words of one of the conspirators themselves? Should he assist in defeating the vicious measure, by aiding, to the extent of his power, the harmless and useless one? Or should he express his honest conviction that no legislation would remedy the evils complained of, but that the remedy lay within easy reach under existing laws?

There was considerable misrepresentation of his first recommendations and present views. Probably not ten members of the Legislature were aware of his extended discussion of the text-book question in the annual report for 1874. The text-book law of 1875 and its successful working seemed equally unknown. The annual reports for 1874 and 1875 were nearly exhausted and could not be put into members' hands. The report for 1876 was delayed in printing and yet unpublished. It seemed nearly certain that *through ignorance of the real conditions of the problem, and through the persistent and united efforts of the interested press of the Capital*, some vicious or at least useless legislation would result, and in either event a great additional burden of labor and responsibility would be imposed upon the already hard worked officer. He did not long hesitate. To publish a plain semi-official statement of the facts seemed the honest, manly, and useful course.

Without the suggestion or knowledge of any human being, he therefore prepared the following statement for publication:

IS TEXT-BOOK LEGISLATION NEEDED?

To the Legislature of Wisconsin:

In view of the present agitation of the "Text-Book Question," and of the fact that my opinions and recommendations respecting the same are to some extent misunderstood and misrepresented, I beg to call the earnest attention of your Honorable Body to the following facts:

1. An existing law of the State, passed two years ago, allows any school board to purchase text-books, and, as the property of the district, town, village, or city, to loan

free, rent, or sell the same at cost, to the pupils in the schools. Books can be purchased directly from the publishers, through their branch houses in Chicago and Milwaukee, *at a discount of* 40 *per cent.* from present retail prices.

Two hundred and sixty-seven districts in the State were reported to me as purchasing books under this law last year, and others have been more recently reported as following their example since the date of the last official reports. Of the 267 reported as purchasing, 137 loaned the books free, and the others either sold or rented the same.

The plan of district purchase under this law is giving *excellent satisfaction*, in all cases, so far as I can learn, and is rapidly spreading and becoming popular.

2. Besides the large saving in cost by district purchase, direct from publishers, uniformity in the school for which books are thus purchased is the natural and inevitable result.

3. An existing law allows any school board to adopt a series of books for the school or schools under its charge, and provides that after such adoption no change shall be made within three years.

I respectfully suggest that the two laws above mentioned are all the legislation in this direction needed in the interests of the schools and the people. Under these simple and wise laws *the best school books in the world* can be had at a very reasonable price, and absolute uniformity to the extent really essential—in the school or schools under the charge of a single board—can be easily secured.

After a very careful study of this text-book problem I am convinced that it is wise to seek neither enforced state nor county uniformity. I recommended in my first annual report, and still favor, *township uniformity*; but this only because it would be a step towards the general adoption of the township system of school government, under which the schools of a township are managed by a single board—a very great improvement, in the judgment of nearly all educational men, over the present comparatively inefficient district system.

I am opposed to State uniformity for the following reasons: (a) A law to secure it could be only partially enforced, and a law partially enforced is generally worse than no law. This is abundantly proved by the experience of several states where uniformity has been tried and has failed,—as in Vermont, Missouri, Minnesota, California, and other States. (b) If enforced, the special needs of particular schools and classes of people would not be so well met. (c) If enforced, it would provoke and alienate many, and tend to lessen the popularity of our school system. (d) If enforced, it would destroy the value of at least half a million dollars' worth of books now in use. (e) If enforced, it would suddenly impose upon the people the burden of at least another half million for the new books they must purchase to replace those outlawed. (f) If enforced, it would prevent for a series of years, the adoption, by any school board in the State, of any improved books, cause our schools to fall behind those of other States, and when the inevitable time for a change came, again destroy at a blow a vast amount of property in the hands of the people.

In the name of the professional teachers and superintendents of the State, who are almost unanimously opposed to enforced uniformity—as honorable, *disinterested*, and intelligent a class of citizens as Wisconsin has; in the name of the great majority of the other school officers, who have not asked that one of their most important duties should be taken from their hands, as incompetent to perform it; in the name of the schools of the State, whose interests we should be very cautious not to rashly imperil, I respectfully and earnestly suggest that the laws we now have, *if used*, are all that are needed to enable the people in every district, village, and city to satisfactorily decide for themselves the question of text-books, as they decide the questions of school buildings and teachers, of libraries and apparatus. Let us intelligently act under the laws we have, rather than hasten to create others whose success is more than doubtful.

EDWARD SEARING,
Supt. Public Ins't.

MADISON, Feb. 21, 1877.

After the above was written but not fully corrected for publication, a note was sent to the editor of the *State Journal* asking the privilege of his columns. The note had scarcely been returned by the bearer, with the appended written statement that "it was customary

to see articles before agreeing to print them," when the veteran editor himself followed it to the Superintendent's office to ascertain the nature of the article for which the request was made. After hearing it read he became exceedingly angry, and rising abruptly asked, "*Did the Superintendent mean to insult him? Did he suppose he would publish in his paper such an article? Did he think he* (the editor) *would put into his hands a club to beat his own brains out?* Several witnesses, of whose presence he seemed oblivious, can testify to the high state of angry excitement and to the identity of the language above quoted.

By request of the reporter of the *Milwaukee Sentinel*, the article was given to him for transmission by telegraph to his paper, in which it appeared the next morning, and the same day it was also printed in circular form and laid upon the desks of members.

Immediately after its publication the wrathful animosity of the three Madison dailies knew no bounds. They joined in a common attack upon the motives and integrity of the Superintendent. He had become a member of the "book-ring." He was false to the people and his party. His office was constantly filled with book-agents. He was reaping a rich harvest from his complicity with eastern publishers. Few readers of these papers will soon forget the storm of mingled abuse and misrepresentation hurled upon his devoted head, and the editorial cyclone of figures, assertions, appeals and various "text-book" extravaganzas, kept revolving daily for the benefit of the "people."

Copies of the Superintendent's communication were mailed, in open envelopes, to the leading teachers of the State, and to a few in other neighboring states, and also to the newspapers of Wisconsin. The responses that speedily came in, unsolicited and unexpected by the Superintendent, were so numerous and so emphatic that it seemed best to publish some of them, in the interests of education and of justice. Within a few days after the publication of the first communication, a circular containing the following was laid on the desks of members and sent to the press and prominent educators of the State:

EDUCATIONAL RESPONSES.

The following letters are a few among the many proofs received by the State Superintendent, that his course in opposing the proposed text-book legislation has the hearty and intelligent approval of the best educational anthorities of this and neighboring

States. These letters were *entirely unsolicited* and *unexpected* responses to the legislative communication of Feb. 21st, copies of which were sent to the writers. It is presumption to question the integrity of such men, and equal presumption on the part of those who have not studied the complex nature of our educational system, to question their intelligently settled opinions.

EDWARD SEARING.

(From Hon. S. S. Sherman, Milwaukee)

MILWAUKEE, Feb. 23, 1877.

DEAR SIR: I have just received and read your communication to the Legislature on the Text-Book question, and I cordially endorse every word of it.

Your objection (b) "If enforced, the special needs of particular schools and classes of people would not be so well met"—is particularly applicable to our large graded schools; and if the proposed bill is to become a law it must affect disastrously the educational interests of this city, unless Milwaukee is exempted from its operation. Very truly yours, S. S. SHERMAN.

(From President Angell, University of Michigan.)

UNIVERSITY OF MICHIGAN,
Ann Arbor, Feb. 23, 1877.

MY DEAR SIR:—Let me express my most hearty approval of your circular, opposing the legislation to secure State or county uniformity of text-books. A bill is before our Legislature to secure uniformity. I think it will fail to pass. Your reasons are unanswerable. Your truly, J. B. ANGELL.

(From Prof. Robert Graham, Oshkosh.)

OSHKOSH, Feb. 22, 1877.

I agree heartily with you in your strong and convincing presentation of the text-book question. I fear any such legislation as proposed would seriously embarrass the cause of education in this State.

Anything I can do, let me know. Sincerely yours,

ROBERT GRAHAM.

(From Leslie Lewis, President Illinois State Teachers' Association.)

HYDE PARK, Ill., February 24, 1877.

MY DEAR SIR:—Your circular letter addressed to the Legislature of Wisconsin has incidentally fallen into my hands. In the name of the teachers of Illinois, I thank you for your bold and manly course. I congratulate the State of Wisconsin upon having a man at the head of her schools who is not afraid to say what he thinks is right. Truly and fraternally yours, LESLIE LEWIS.

(From President Wm. F. Phelps, Whitewater State Normal School.)

STATE NORMAL SCHOOL, WHITEWATER, Feb. 22, 1877.

DEAR SIR:—Please accept my thanks for the copies of your excellent communication to the Legislature of Wisconsin upon the preposterous text-book scheme now pending in that body. Your reasoning is so cogent and conclusive that nothing can be added to give it force. I am very sure that you utter the convictions of every educator in the State who has opinions that are worthy ot respect. It cannot be possible that legislation has so far run mad as to consummate a proposition so prejudical to the best interests of the State. The attempt to force uniformity by legislation in Minnesota some eight or nine years ago, resulted in utter failure, and left the schools in a far worse state than it found them in. I trust there is too much good sense in our legislature to commit so grave a folly as the passage of this act will certainly entail upon us.

Very truly yours, WM. F. PHELPS.

(From Lawrence Kessinger, Esq., Sup't. Buffalo Co.)

ALMA, WIS., Feb. 23, 1877.

DEAR SIR:—Your address to the Legislature came duly to hand just now. I fully agree with you that Text-book Legislation is not needed, and will do no good whatever. I don't think that those who really understand the matter are in favor of it. * * I am not in favor of compulsory attendance, nor of State uniformity of text-books, but am *every time* in favor of the people having a chance to govern themselves and to administer thair own immediate affairs. Yours, truly, L. KESSENGER.

(From Hon. W. H. Chandler.)

SUN PRAIRIE, Feb. 26, 1877.

I am glad to learn that the text-book fever is subsiding, and sincerely hope all legislation on the subject will fail. I hear but one sentiment expressed from all classes, and that is entire approval of your position, that no legislation is necessary or called for.

(From President Albee, Oshkosh State Normal School.)

I cannot believe that a majority of Wisconsin Legislators think such responsibility may be taken by any men, without the strongest suspicion of jobbery attaching to all they did. Sincerely yours, G. S. ALBEE.

(From Prof. B. M. Reynolds, La Crosse.)

LA CROSSE, WIS., Feb. 23, 1877.

Your circular is sound. Is this school book mania intended as an indirect method of dealing a death blow at the school system? It will most certainly impair its efficiency, if the bill becomes a law. Can there be a shadow of a prospect that such a monstrous arrangement can find support in the Legislature of Wisconsin? "I pause for a reply." I am very truly, your obt. servant, R. M. REYNOLDS.

A well known Republican ex-Senator writes:

Especially is there unanimity in condemnation of the Madison scheme, and in the opinion that it was conceived in no desire or honest purpose to promote or cheapen popular education, but in the spirit of self-aggrandizement and hope of personal profit. It is a stretching forth of unclean hands to steady the ark of our school system; and the presumption will cost its authors a large measure of the confidence hitherto reposed in them.

(From the President of the State University.)

MADISON, Feb. 27, 1877.

PROF. E. SEARING—*Dear Sir*:—I have received your communication to the Legislature, and heartily approve its purpose and its argument.

No influences are more alien to our educational system or more dangerous to it than political and monetary ones. The bill against which your efforts are directed evidently owes its origin to a purely pecuniary interest, is urged forward in that interest, and would, if passed, be used in the same spirit for the same end.

You have my entire confidence in the wisdom with which you are watching over the educational welfare of the State, and my warm sympathy in your zealous and fearless labors. Yours truly, JOHN BASCOM.

No sooner had these "Responses" appeared in print than the three Madison dailies began a simultaneous and bitter attack upon the President of the University. False and malicious charges against himself the Superintendent cared little for. He was conscious of acting solely in the interests of education, conscious of being fully supported by the educational forces of the State, and conscious that his interests depended very little upon the good or ill will of the Madison newspapers. But when these papers began an attack, shameless as it was unjust, upon President Bascom, whose home was at the capital, and whose welfare depended so largely upon the esteem of his neighbors, the State Superintendent thought the time had fully come to unmask the motives of the conspirators and doubly justify the opposition of all those whose letters had appeared among the "Responses." He accordingly prepared the following letter which appeared in the Milwaukee *Daily News* of March 6th:

SCHOOL BOOK BILL. IMPORTANT LETTER FROM SUPERINTENDENT SEARING. HE DISCLOSES THE CONSPIRACY OF THE MADISON NEWSPAPERS.

To the Editor of the News:

The daily papers of this city have now completed the measure of their infamy in connection with their frustrated attempt to become leeches upon the public school system

of the State, by outrageously abusing President Bascom, for his noble, outspoken, truthful letter published in connection with responses from other eminent educators of the State and the west.

As long as these conspiring and abusive sheets poured forth the venom of their disappointed rage upon me alone, for defying their power, and seeking to prevent their unholy ends, I cheerfully and even derisively endured it. Now, that they have attacked one of the noblest and manliest teachers in the world, for the crime of uniting with the whole body of Wisconsin educators, in stating what is the simple truth, I share the general feeling that they have gone too far. Indignation, quiet but pronounced, is almost universal in this city; while every mail brings fresh evidence that not only the teachers of the State, but the people generally, are beginning to understand the character of this newspaper conspiracy at the capital it has disgraced.

As the course of these papers has now removed from me the last shred of obligation to conceal from the public what I know of their motives, I feel that duty to the state, whose educational interests it has for two terms entrusted to my supervision; duty to Wisconsin teachers, whose united, effective and cordial support I gratefully acknowledge; and duty to myself whose personal integrity has been persistently, wontonly, and needlessly assailed, for opposing their scheme, compel me to make a prompt and frank statement of the following facts:

During the period between the 27th of January and about the 20th of February, 1877, the chief editors of the Madison *Democrat*, *State Journal*, and Madison *Patriot* sought and had respectively several private interviews with me, in my office at Madison, for the purpose of securing my friendship, or at least my passive silence, towards the scheme embodied in bill 216, (senate) better known as "The Text Book Bill."

The editors of the *Patriot* and *Democrat* both *frankly acknowledged to me that the success of this measure was of vital interest to the newspapers of Madison*, and the relief it promised to them *they must and would have*.

Finding that I was strongly opposed to the bill on principle, they sought to pursuade me that its success would be for my interest, representing the benefit it would bring to Madison, in increase of population, enhancement of the value of property, in making the city more of a literary center, in encouraging authorship, etc., and in increasing the business, dignity and influence of my office. I was clearly led to infer that as a property holder in Madison, as a literary man, and as a public officer, my individual interests all lay in the direction of "addition, division and silence."

Finding that such insinuations were unavailing, the editor of the *Democrat* finally resorted to "intimidation"—saying that if I openly opposed the scheme it would be my political ruin; that in the ordinary course of events I could expect re-nomination, but if I made any fight against the bill, he would feel compelled to oppose me, and would, with the large circulation of his paper among the Grangers, be able to provoke them against me and compass my defeat.

The editor of the *Democrat* further stated, in substance, that the scheme was *sure of success*, that I had no idea how much support had been secured for it, and would be greatly surprised at the strength it would develop; that there would be in this matter no such word as fail; that success would not in any event be deferred longer than another winter, and that the matter would be made a political issue in the next State election.

In an interview of considerable length which the veteran editor of the *State Journal* sought with me, for the purpose of ascertaining my views respecting the bill, after giving somewhat fully my chief objections thereto, and expressing quite strongly my belief that such a measure could never receive the sanction of the Legislature, this gentleman appeared somewhat disheartened, and, after a moment of slight embarassed silence, said in apologetic tone and manner, that somewhat against his own judgment "he had been led to this by younger heads."

The fierce advocacy of the measure by the Madison press, the shameless and unmeasured personal abuse of a public educational officer whom it had failed to intimidate or to corrupt, while in the performance of his simple, conscientious duty, the ludicious disregard and ignorance of truth in the daily storm of figures and assertions, and the sudden loss of all interest in the measure when amendments withdrew Madison from its favored position in the bill, are melancholy facts known to every reader of these papers.

The teeming evidences of blinded conscience and bewildered judgment seen in this disgraceful affair are anything but creditable to the profession of journalism and to the fair city which these conspiring papers misrepresent.

Let the mantle of charity fall upon the veteran editor whom "younger heads" and a financial embarassment which all regret, persuaded to enter the unholy alliance.

Let the full measure of a just and doubly merited public indignation fall upon the chief editors of the *Democrat* and *Patriot*, who are condemned out of their own mouths. Their interests were wholly selfish. They sought money and they sought aggrandizement through the inauguration of a tremendous experiment in our common school system. They sought gain at the peril of the dearest interest of the people they falsely pretended to champion.

Thank heaven, this scheme is likely to fail. At this time of the general breaking up of "rings" the people of Wisconsin are not disposed to trust men who have frantically attempted to establish a *new* "ring," of the evil consequences of which, if successful, no one of the present generation would live to see the end.

EDWARD SEARING.

MADISON, March 5, 1877.

Although prepared hastily and under some excitement, the writer wishes it to be understood that his later and cooler judgment fully approves the publication of the letter, recognizes all its statements as accurate, except the one that inadvertently ascribes to the editor of the *State Journal* more than one *private* interview, and could wish nothing eliminated from it except the line extending the "mantle of charity" over the veteran editor, who, he is now satisfied, was one of the chiefs of the conspiracy, and deserving of at least as large a measure of public indignation as any of the others.

FURTHER EVIDENCE.

It fortunately happens that other evidence is available to corroborate the statements above made, and to prove that this text-book scheme was a deliberately pre-arranged and matured conspiracy for ends as purely selfish as were even sought by professional treasury leeches. While the Superintendent was absent from the capital on an official visit to River Falls Normal School, about the 18th of February, and but a few days after the lengthy interview with the editor of the *Democrat*, already referred to, the editor of the *Patriot* made some very frank statements to Mr. Charles Searing, the Superintendent's brother, as the following shows:

On or about the 2nd day of February last, Mr. S. D. Carpenter, editor of the Madison *Patriot*, came into the office of the Superintendent of Public Instruction and enquired for the Superintendent, and was told that he was absent. He then said that he wanted to talk with me in regard to a bill providing for a uniformity of text-books, and their publication in the city of Madison; he said that the bill was of "vital interest" to the printers of Madison, and that Mr. Raymer, of the *Democrat*, at his interview with the Superintendent a few days before, was afraid to state the real reason for advocating the measure, but that he, Carpenter, thought it best to state the case frankly; that there was not business enough to support the papers of Madison; that it would add dignity to the office of Superintendent of Public Instruction, and increase the clerical work,

and that if my brother would not oppose the bill, it was all he asked, and wished me to speak to him in regard to it. CHARLES SEARING.

MADISON, March 31, 1877.

But there is still further evidence, and perhaps the most conclusive of all. Not long after the opening of the recent legislative session, and as soon as the various committees were fairly organized and ready for work, Mr. S. D. Carpenter sought an interview with Hon. Hamilton Richardson, Chairman of the Senate Committee on Education, and imparted to him some *valuable and significant information* respecting the text book scheme—a scheme at that time wholly unknown to the public, and even to the State Superintendent. In that interview Mr. Carpenter *showed the Chairman the original of the afterwards famous bill*, told him that it was drawn the year before by himself, that he had been requested to prepare it, had worked upon it a long time and given the matter a great deal of thought.

The bill itself showed marks of age, had been drawn with the name and in the interests of the "Uniform Text-book Association," or the "Wisconsin Uniform Text-book Association," but this had been scratched out wherever occurring, and the name of David Atwood inserted over, in stead, in pencil mark. The bill was left in the possession of the Chairman long enough to be taken to his room and examined.

At the same date Mr. Carpenter read to the Chairman of the Committee a report purporting to be *a committee report in favor of the bill.* This report he did not ask the Chairman to use, but by innuendoes led him to infer that it was at his disposal. Mr. Carpenter also, while acknowledging the previous preparation of the bill, a year or more ago, said that *it was concluded not to present it to the Legislature the previous winter.* He further said that he had no interest in the bill himself, *but was doing this in the interest of Atwood, who was in a bad way financially and needed the aid; who was an old friend personally, though a political enemy to himself.* He requested that the provisions of the bill should be kept secret, and they were so kept by the Chairman until the bill became public property.

The above occurred about—it is believed not later than—the 20th of January, 1877.

For these statements the Chairman of the Educational Committee is responsible. They serve to explain his uncompromising hostility to

the measure, from first to last, and add point to his able and exhaustive minority report against the bill.

THE BILL IN THE SENATE.

With a few facts from the history of the bill after its introduction into the Senate, this sketch will be closed. Although seen and read by Mr. Richardson, not later than the 20th of January, *in substantially the same form as afterwards first printed on the 17th of February*, the bill was introduced as a "dead-head" at the latest moment—the afternoon of February 1st.

As already stated, it remained in the hands of a special committee of one (ostensibly for perfection) until February 14th, when it was reported back and referred to the Committee on Education. Not until the third day after that did it reach the Chairman of the Committee. He was prepared to report promptly and emphatically against it, but the other two members were not ready with the majority report until February 27th, when the two reports were read, the one thoroughly exposing the fallacies and dangers of the bill, and the other recommending its passage in a slightly modified form.

What was the bill which, thus modified, received the approval of two members of the Committee, and the continued support of the Madison papers? How did it differ from the original bill, already described? *In no essential respect.* The provisions relating to the "Commission," "Contractor," and place of publication remained the same. The cost of the books was ostensibly reduced ten per cent., the term of the contract reduced to ten years, the amount of the contractor's bond increased to $50,000, and the *name of David Atwood thinly disguised* by a provision that made necessary the selection of a "contractor" within five days after the passage of the act, and made no person or association eligible that did not "control facilities for stereotyping 150 pages per day of book matter," etc., clearly excluding all offices except that of the *State Journal.*

Immediately after the two committee reports, on the 27th of January, the friends of the scheme desired to hurry the bill through under suspension of the rules. The friends of education in the Senate, however, were too vigilant, and the voice of the press and of the educators of the State was by this time too emphatic in condemnation. It was seen that a mistake had been made. Senator Davis, the special

champion of the bill from the first, and without whose aid the measure would never have attracted notice or merited this history, perceived that he must abandon the original plan, strike out Madison from its favored position, throw the manufacture of the State books open to the lowest bidder, and make his retreat with as much good order, and as much appearance of victory as possible. The stigma of popular condemnation was upon the whole scheme. The Assembly was sure to defeat it in any form. A passage of the bill by the Senate in almost any shape was all that could be expected, and this passage *must be secured as a "vindication."*

Hence on the evening of March 1st, the Senator offered, and found ready acceptance for, numerous amendments which at once destroyed *all the interest and hopes in it cherished by Madison publishers.* In the real interests of the people, however, the bill was rendered less objectionable than it had previously been. Yet the very next morning (March 2d) the *Democrat* remarked editorially:

"The Senate labored last night until a late hour on the school-book bill, making numerous amendments to it, some of which were good and some of which were bad, and the bill was finally ordered engrossed and read a third time. We have said a good deal in favor of this measure, *but we do not wish to have any of it apply to the bill in its present shape.*"

The *Patriot* of the same date said:

"As the school text-book bill is amended it will be impossible for any one to offer a bid, except the owners of copy-rights. * * * As it is it will do neither contractor nor people any good, and *we withdraw all sympathy for it.*"

The *Journal* of the same date said with more consistency, and with characteristic caution:

"The bill was variously amended and ordered to a third reading. The amendments *may render the bill inoperative*, even though it become a law."

For a single day the "true inwardness" of these papers became manifest. *But they quickly saw the blunder.* In their following issue the barking was resumed with all the unanimity and intensity of dogs who were unconscious the game had escaped. On the 3d of March the bill as amended passed the Senate by a vote of 16 to 13—a ma-

jority of those present, but not a majority of the members,—and can it be believed that on the following day, March 4th, two days after publishing the above remarks, the *Democrat* said editorially, in reference to the bill, as passed:

"It must be conceded that it is in admirable shape. We have no hesitancy in saying that it is the most important, and, in our opinion, the best measure that has been before the legislature in ten years."

In the same column of the same issue the *Democrat* thus naively acknowledges the overwhelming popular verdict of the State against the scheme:

"The warm support the bill has received has been almost exclusively that of the Madison press. * * The press of the State—if we except a half dozen little weeklies—has been almost a unit in favor of a most villanious system of extortion and against the people. * The united press of Milwaukee has been against the whole people of the State," etc., etc.

Such is the plain, unvarnished history of a deeply laid plot of interested parties to take advantage of popular discontent, in order to fatten, as leeches, upon the public school system of the State. It had evidently been long planned. Not merely was the bill, as originally presented, prepared (by the admission of one of the chief conspirators) before the Legislature of 1876, but it has been ascertained that Madison influence secured the text-book-reform recommendation or suggestion in the Governor's message to the Legislature of that year, and secured its repetition in the message to the last legislature.* *Only after the repetition was the time fully come for active measures.*

The scheme was also planned, as is clearly apparent, to be carried suddenly, and, as it were, forcibly through the Legislature. The long and unnecessary delay in its introduction, the double delay in reporting it, a majority of one house secured by such arts as were familiar to its leading champion, the attempt to carry it through under suspension of the rules, the conference respecting it with the chief educational officer of the State only at the latest day, the contempt for the adverse opinions

* No blame whatever can be attached to the Executive whose suggestion was proper enough, and who is known to have been entirely ignorant of the ends contemplated. Indeed the writer of this—who is, however, governed in the matter only by his own intuitions, based upon the hard business sense of the Executive was somewhat confident in his anticipations of a veto, in case the bill should become a law.

of *all* educational authorities and men,—these facts, and others, point to but one conclusion.

It might be added that the pure selfishness of the plot was made evident by the emphatic assertions of the interested papers that state uniformity is practicable only on the basis of State manufacture. That the State could and should—if it contemplated enforced uniformity with a system of central purchase and supply—go into the open market and make terms for books, as for any other commodity, was not for a moment to be entertained. That *better terms* could there be made with responsible parties, and for *superior goods*, than could be secured by creating a new experimental monopoly, in violation of all economical laws, was rank heresy. He who uttered this unquestionable truth, was simply "no friend of the people," was "in league with the book-ring," etc.

But the scheme has suffered inglorious and irremediable defeat. Selfish ends and fallacious reasoning were too apparent. Wisconsin is too intelligent a State to be beguiled, deceived and disgraced by the specious arguments and appeals of a few interested demagogues.

For its defeat, credit is due chiefly to the intelligent and independent press of the State, which, irrespective of party, and ignoring professional comity in the presence of a threatened danger to the school system, spontaneously and almost unanimously exposed and protested against the measure.

Credit is also due to the intelligent, honest, manly educators of the State, who without an exception, so far as known, promptly and boldly denounced the scheme. They never before so emphatically manifested their courage and power.

Credit is due to the intelligent, candid, conservative Assembly which, fresh from the people, and understanding and scorning the demagogism of the Madison press, was not ready to destroy one monopoly by impulsively and blindly creating a greater one. Not less honor is due to those members of the Senate who—nearly one-half the members—were strongly in opposition.

Last, but not least, credit is due to the honorable Chairman of the Senate Committee on Education, whose honesty, fearlessness, and persistence in opposition to the scheme were conspicious throughout. His report against the bill was able, exhaustive and unanswerable.

The State Superintendent claims no credit to himself, for his opposition, nor is he able to see that any is deserved. He did his simple duty, and merely avoided dishonor by refusing the favor of either his aid or his silence to what he knew was wrong. To the press and teachers of the State, however, he cannot too strongly express his personal obligations for making it easier to perform his duty. He will ever hold their course in grateful remembrance.

In conclusion, the writer wishes to say that he would scarcely have prepared this sketch but for the repeatedly avowed determination of the Madison press to secure from the next Legislature what it failed to obtain from the last one. A "vindication" in some form will undoubtedly be sought. The publication of this history may aid the people in determining how much vindication is deserved.

EDWARD SEARING.

THE TEACHER'S FIRST DUTIES.

In opening a school, a new teacher may, the very first day of the term, make mistakes which will endanger his success, unless he considers very carefully before hand what he will do and how he will do it. His plans should be very thoroughly laid, digested and made perfectly familiar to his own mind before the time arrives for the school to begin. It would be well if the plans were committed to writing, then read over carefully, modified, criticised and objected to in his own mind, until it appears clear to him that, on being put in operation, they will work without friction. If such plans, when written out, could be submitted to the consideration of some experienced teacher for his criticism, it would be an advantage. These points are very important, for there is an old adage, "what is well begun is half done." A beginner is apt to become confused, to lose self-possession, and the more so if he begins without a definite plan, and if any doubts arise in his mind as to what he shall do and as to the order in which he shall proceed; and the moment he becomes thus confused, the pupils will share his nervousness, will begin to exhibit a spirit of mischief and restlessness, and will lose their respect for one in whom they should have the fullest confidence.

The teacher will of course visit the school house before the day of beginning the school, that he may observe its arrangements,

so as to form his plans for handling the school and its classes. He will observe attentively the condition of the house and its surroundings, see what articles of furniture may be wanting or may need repairing, whether there are brooms, waterpails and drinking cups, crayons, pointers, erasers, maps, numeral frame, and other things necessary for the work of the school. A careful list of all needed articles should be made, so that the attention of the directors may be distinctly called to these wants. Oftentimes such care on the part of the teacher would save much time and annoyance. There should be one waterpail for the boys and one for the girls, and, if the school is large, two cups at least to each pail. There should be as many erasers as there may be pupils at any one time working at the board, with one pointer for every five linear feet of blackboard, and hooks over or under the board on which to lay the pointers.

For every two linear feet of board, a rule about two feet long should be suspended under the board, to be used in arithmetic, mapping and other studies. The clock should be so placed that teachers and pupils can see it without turning in their seats.

A screen of zinc should protect pupils near the stove from excess of heat. Reading charts and maps should be hung on the wall above the blackboard in full view of the school.

It may be difficult, sometimes, for the directors to see why these things are wanted, but the teacher should so understand his business, and the tools requisite for carrying it on, that he can show clearly that, by having these things thus arranged, time will be saved and discipline preserved, and that, by not having them, pupils will lose time, and concert of action and rapid work be rendered impossible, and consequently progress be retarded. If the teacher can thus state his case he will generally be furnished with what he needs. In many of our district schools a large per cent. of time is wasted because teachers do not have the tools necessary to carry on their work with convenience.

The teacher should insist on having proper tools if he is to be held responsible for economy of time, good discipline and rapid progress. At his first visit to the school room, the teacher should make a complete list in writing of all school property, prepare a duplicate, give one list to the directors and keep one himself. In this inventory he

should state the condition of every article, and add to it from time to time a note of every article he receives from the directors and of every article that may be lost or broken, accounting for the same as far as possible. By this means he can show the directors clearly how far he may be responsible for any school property.

In this inventory he should make a careful statement of the condition of the building, fences, out houses, stoves, etc. These are matters upon which our teachers bestow too little care, and hence the destruction of school property, which is very great, cannot be accounted for. Should the course here indicated be pursued by every teacher, school property would be in far better condition than we now find it, and teachers and pupils would enjoy a greater degree of comfort. All these things should receive the attention of the teacher before the school opens. Thus the actual condition of the building and furniture may be fully known to the teacher and the board, and the necessary repairs be made.

By doing what I have herein indicated, the teacher will at once begin to secure the confidence of the Board and the people, and all will enter more fully and more heartily into his plans, and co operate with him in the work of the school.

La Crosse. B. M. REYNOLDS.

BRIEF COMMENTARIES.

II.—CICERO IN CATILINAM, I. CHAP. vi. §16.

Quotiens tibi jam extorta est ista sica de manibus! quotiens vero excidit casu aliquo et elapsa est! Tamen ea carere diutius non potes, quae quidem quibus abs te initiata sacris ac devota sit nescio, quod eam necesse putas esse in consulis corpore defigere.

Tibi here is a dative of person after extorta est, whichalso has *de manibus* to describe the wrenching away more explicitly. The order illustrates its emphasis: "how often has that dagger been wrenched away from you," and then adds, to make it more vivid and emphatic, "nay, out of your very hands." *Ea* is ablative, governed by *carere.* In the sentence below the relative clause is a little perplexing; remembering that a connective force is an integral part of the meaning of the relative, and that we must judge from the context what conjunction it best represents, we may take it here as equivalent to *nam ea*, "for

it has been, etc." Literally, "I do not know by what rites it has been consecrated;" but *nescio quis* has regularly the force "some or other," nearly equivalent to *aliquis;* "it has been consecrated by some rites or other."

III.—Cicero in Catilinam, I. Chap. vii. §18.

Superiora illa, quamquam ferenda non fuerunt, tamen, ut potui, tuli; nunc vero me totam esse in metu propter unum te, quicquid increpuerit Catilinam timeri, nullum videri contra me consilium iniri posse quod a tuo scelere abhorreat, non est ferendum.

Superiora illa, "those former acts of yours," object of *tuli*; *ferenda*, —the gerundive expressing the idea of propriety or necessity in an adjective form,—"deserving to be borne." "endurable;" *ut* with an indicative, "as"="as well as I could."

Nunc vero, a strong contrast of time, as compared with *superiora.* The accusatives with infinitives that follow,—"*me . . . te*," "*quicquid . . . timeri*," "*nullum . . . videri*"—are all taken as subject of est ferendum; this being an impersonal verb is to be rendered by "it"—"it is not to be endured that, etc."—*Quicquid* is an indefinite relative, corresponding to the English compound relative, having therefore a two-fold construction, with both the verb of the relative clause *(increpuerit)* and that upon which it depends *(timeri)*; it is subject of *increpuerit*, and stands as a synecdochical or adverbial accusative to *timeri*—"Catiline is feared *in regard* to whatever has rustled;" and, as the indefinite relative is equivalent to a general condition (Goodwin's Greek Moods, § 60, 1, 2), it may be rendered "if any thing has rustled [at every little rustle] Catiline is feared," i, e, the thought of Catiline comes into my mind. *Increpuerit* is subjunctive as being intermediate in indirect discourse.—*Videri* is used personally in Latin, while its corresponding verb in English, "seen," is usually impersonal: *consilium* is therefore subject of *videri*—"that no design seems able"—"that it does not seem possible for any design to be entered into, etc." *Abhorreat* is in the *oratio obliqua*, but it would be subjunctive even in the *oratio recta*, as expressing the result of the heinousness of the design —"no design so heinous as to be inconsistent with, etc."

The good disciplinarian is not demonstrative, easily surprised, noisy, or doubtful.

SELECTED.

TWO TEACHERS.

Let us enter the room where one gathers about him more than fifty of all ages. He is certainly a plain looking-man; hair sandy, inclined to red; a freckled face; clothes of no fashionable cut; a stoop in his shoulders; his manners not engaging,—and yet he had evoked not only order but enthusiasm. We sit down and watch the scene. A class is called upon to spell. There is no noise or fuss made. One takes the floor as "head" and calls out the successive members, until all are in place. The words are pronounced:—weather, laurel, embyro, descent, voyage, dahlia, phlox, guitar, are among those we hear. Here we see boys of ten years, spell valiantly with others twice their size and age. They try once, and if they fail the victor "goes up." But what we most admire is the calmness of the master and the earnestness of the boys and girls; one seems to know how to stimulate activity and when it is aroused how to use it. A class in reading comes on, and there is good reading in the first, second and third classes. They read naturally. We watch to see if the master will read, himself, for the benefit of the class. Yes, he takes the verse the pupils seem little to understand. It is in the matchless "Ode to a Sky Lark," by Shelley.

"Sound of vernal showers
"On the twinkling grass
"Rain-awkened flowers
"All that ever was
"Joyous and clear and fresh thy music doth surpass."

"Now, scholars, we cannot read it until we know well the meaning, so we will look at some of the words. There is *vernal.* This means pertaining to spring. The showers of spring are peculiarly pleasing, for every living thing seems to enjoy it; the *twinkling grass* is plain to be seen if you look. The rain weighs down the leaf and finally becoming too heavy it rolls off and the blade rises to be weighed down again; this is going on with thousands of leaves, so that *twinkling* beautifully describes the effect; it is very delightful to see. Then the *rain-awakened flowers*—these are the flowers that were tired and faint, but bathed in the sweet shower are renewed in life and beauty; nothing can be more beautiful than a rose in which the gentle show-

ers have fallen. These three figures; sweet sounds, glittering grasses, rain-bedewed flowers—are the things with which he compares the song of the lark—all these he says the music of the lark surpasses." A few questions follow. It is plain that all understand it. Even the younger pupils are repeating the words. In fact, the teacher, we see, knows this by heart, and it would not be singular if the pupils knew it too. They evidently admire this poetry. The teacher reads the verse, and reads it with feeling. He understands the verse and interprets it. That is reading. The whole class practice it over, and then several singly. Next they recite the whole poem up to this point together, mainly without looking on the book. Next, the teacher calls upon some who can recite a verse to rise and say it. Each has a verse and each recites. The whole was evidently a common and natural proceeding.

Our teacher next drilled the whole school from a chart, on the sounds of the vowels, then upon the consonants. The second reading class was very much like the first. The third was composed of younger pupils and there was here a close questioning to see if the meaning of the words was understood as well as that of the sentences. While we could not penetrate to the source of this teacher's power, it was pretty plain that he both loved and understood his work.

The other teacher we visited was of a different stamp. He had a better school room and better desks, and better-looking material, and yet there was something wanting. The pupils recited their lessons in a mechanical way that showed "their hearts were far away." The teacher heard a spelling lesson and the spelling was fairly done; the reading classes read in poetry and prose, but there was no fire in the eye or feeling in the voice. The whole proceeding was destitute of the true elements of success.

We found ourselves studying up the case. We said to ourselves: "This man would not stay a day if it were not for the pay; he has no love for childhood; boys and girls have no charms for him; most all, doubtless, are nuisances. Their possibilities never strike him at all. He would never select 'a child and put him in the midst' as something to model by. And again we felt the responsibility had never weighed down on this teacher's mind. All the task he had

undertaken was the filling in of certain pages of geography, grammar, etc. Yet he was not a bad man, he was well dressed, quite the man of fashion.

We fell to asking ourselves, Does he read in the Bible?—Does he copy from our Savior? Does he pray for these young immortals? Does he rouse them to a sense of their capabilities? Does he strive to put their feet on the Rock? Does he build up character? Are his pupils fond of the Truth? Will they go to the stake for their opinions? And we doubted the man's real permanent success.

This was years since. The boys of each have grown to manhood. The first one is still teaching; one of his pupils I saw the other day; he spoke reverently of his master.—"All I am, I owe to him. I am not much, but I am an honest man, and such I shall remain." These and many such words lead me to think that the master lives in his pupils. The second is a real estate speculator, and, they say, has made money. I have seen one of his pupils too. He is worldly-wise and never refers to his boyhood days except when he sees his old teacher gathering more and more goods about him. Then, he says: "Egad, old Bowman never should have taught school; he loves money to well. He only stayed at it until he had laid by $1,000. We all knew he would quit as soon as he had made some money. He was no man for a teacher."

And I pondered upon the sentence, "He was no man for a teacher." Are there not a good many who are in the school room temporarily and have no solemn settled purpose to do good there—to impart the noblest part of themselves? To which of these groups do you belong?—*New York School Journal.*

EDUCATED LABOR.

We are beginning to learn that an educated wood sawyer is more profitable than an uneducated one. Education leads men to make roads around hills, when formerly they were certain to go over them. In a thousand ways, mental training teaches men to work more skillfully with their hands than they could without it. Science is a blessing to the world, not so much on account of its practical inventions, as its mental discipline. It leads men to think accurately, observe minutely, and write correctly. Whatever trains the mind, trains the hand.

An automaton can be made to do many wonderful things; so can an uneducated man, but put a mind in the automaton, and its power is greatly increased: so put educated intelligence into an untrained mind, and its power is multiplied a thousand fold. Our Agricultural Colleges are not valuable so much on account of the amount of purely practical knowledge they impart, as on account of the mental discipline they give. Good scholars always make good farmers, even though they never held a plow. They bring minds to their work. Whatever men put their minds on they will do successfully. Failures are caused not so much from causes beyond our control, as from want of judgment and reason. He who can not reason, can not succeed, and the direct effect of a thorough education is to develop the reason.

Governor Kemper of Virginia, last August, delivered an address before the Virginia Agricultural College, in which he advocated these views. He said: "The main leverage which is to lift our commonwealth to material greatness is labor.

"All the world knows that no wealth can exist except as the product of labor, and the most important and honorable of the pillars which uphold the body politic is labor. It is the province of this institution, teaching in the name of the State, to pioneer the advance of educated labor; to make manifest by example the widely differing capacities of intelligent and unintelligent labor; to demonstrate to the understanding of all classes, how to multiply a hundred-fold the products of labor, by summoning to its assistance, those grand factors —art and applied science."

Governor Kemper is right. Wealth is the reward of the labor of the mind. Our Normal Schools can never be purely professional by teaching the "methods" of instruction only; they must show teachers how to think, by teaching in a thoughtful manner. Precept and example must go hand in hand. All good schools are "normal," as far as they go. They do not go far enough to make professional teachers. Educated men are not always learned men. A good memory may carry one through a college course with honor, but a cultivated reason will be necessary to his success in the labor of life. Time is too short and precious to be wasted in fruitless labor. He accomplishes great results, who knows when to strike most effective blows, and it is only by a thorough discipline of the mind, that this knowledge can be obtained.—*National Teachers' Monthly.*

THREE GREAT ERRORS.

We would not have it inferred from the title of this article that there are only three errors in school matters, but rather that there are three which, in our opinion, are harmful above all others. With the hope that the consideration of these may prove beneficial, we will briefly call attention to them.

1. The practice of sending children to school at too early an age. We are well aware that it is a matter of great convenience, often of great assistance, to some parents, to send their little ones to school at the early age of four or five years. But in this wise? Is it of any real benefit to the children or to the schools? We think not, and more than this, we think it a positive injury to both. As our public schools are generally organized, each teacher has a large number of pupils, and good order and quietness are essential to the success of the school. The little ones must sit still. And what a hardship it is for little four-year-old boys or girls to sit still! Watch them at home! How active they are! How full of life and motion! How "brimfull" of fun and play! From morning till evening, unless asleep, they are moving about, as full of activity as a humming-bird, affording about as good an illustration of perpetual motion as can be found. They were made to be thus active and buoyant. Their proper physical growth and development call for this constant locomotion.

Now, how unwise, not to say cruel, it is to take such little ones, and confine them to the dull monotony and exacting discipline of the school room. They are too young to study or to comprehend the object for which they are sent to school. And yet for nearly three hours each half day, with but brief cessation or change, they are compelled to sit "bolt upright" and still. Is it strange that they often acquire a positive dislike of school, and all that pertains to it, before they are old enough, in any proper sense, to comprehend the true design of schools?

If children can be properly cared for at home, their best good and that of the schools would be greatly promoted if the school age commenced at seven rather than four; and in nine cases out of ten, the child who commences school at the age of seven will be further advanced at the age of twelve than the child who entered school at the age of four or five years. Are we not correct? If so, what a loss of time,

and what privations and hardships are experienced when children are sent thus early to school! Of course our remarks have reference solely to our common schools as usually organized and conducted. To schools of the kindergarten order, children may profitably be sent at a very early age.

2. Children often have too many studies while in school. The true object of schools, or education, is of a disciplinary nature. Pupils, if properly trained, are to be taught to think, to examine, to investigate. It is more important that they pursue a single branch understandingly and thoroughly, than, that they attend to a half dozen branches carelessly or imperfectly. It is too often true that the time and efforts of teachers and pupils are given to the formal learning of the text of the books; and in many cases the attention of pupils is required for so many different studies that they cannot thoroughly learn any one. We claim that if more attention should be given to the manner of learning and reciting, and the number of branches diminished, better results would be secured. The great aim of the teacher should be to teach his pupils how to learn, and how to communicate their knowledge.

3. Pupils graduate from school at too early an age. Too many of our youth terminate their school course at the age of twelve or thirteen years. This is certainly unwise. They leave school just when they are best prepared to make the greatest and most intelligent progress, and when they are best able to grasp, with the clearest comprehension, the studies pursued. It is perfectly true that, in most cases, more real improvement and mental development will be manifested between the ages of thirteen and fifteen, than in any four preceding years. Professional men seldom finish their studies before the age of twenty-one or twenty-four years, and yet many of our youth who hope to become useful and valuable members of the community, leave their studies at the early age of thirteen years. Ought not parents and teachers to unite in their efforts to discountenance the practice, now so common, of leaving school at an early age? If pupils who are to engage in business, in manufacturing, or in farming, could be induced to remain in school until the age of sixteen or seventeen years, how much it would contribute to their future success and happiness, and how great would the benefit be to the community! May we not hope for some change in the three particulars to which we have thus briefly alluded?—*New England Journal of Education.*

OFFICIAL DEPARTMENT.

OPINIONS.

LEGALITY OF DISTRICT—POWERS OF DISTRICT.

Q. A district was formed in May last, elected officers and voted a tax to build a school-house and support a school, which was done. Only the clerk however filed an acceptance. At the annual meeting no clerk was re-elected. Now the director claims there is no district, and refuses to act. How is it?

A. The district still exists, but you seem to be without any legal organization. Under the circumstances, the town board should call a meeting, as provided in section 4, that the organization of the district may be restored.

Q. A joint district was altered, in 1868, but no order for alteration can be found in file, except in one of the two towns. What is the remedy—must the supervisors be called out?

A. The existence of the one order is *prima facie* evidence that the alteration was duly made. A certified copy of the order may be made and filed with the clerk of the other town. This will probably be sufficient to satisfy all parties.

Q. A notice was served that it was proposed to attach a certain piece of land to another district, but the supervisors attached more than this. Was the action legal?

A. The notice was not in the usual form, but if the boards of the districts were present and did not object, the alteration was legal. If either board did not attend, the attachment of more land than was mentioned in the notice is not necessarily invalid, but might perhaps be sufficient ground for appeal.

Q. Our school-house is worthless—gone up. The district won't build; can it be compelled to do so?

A. There is no law to compel this. If the district goes long without school, it should be extinguished. (Sec. 16.)

Q. The district voted that the board should not hire any one living in the district; is the board not bound by the vote?

A. No,the district has no such power; the board is not bound by the vote, but might do well to heed it.

Q. At a special meeting duly called for that purpose, we voted to enlarge the school-house, and to instruct the board to let the contract; but three-fourths of the voters were not notified; was the action legal?

A. It was legal, if you voted no tax; to do that, three-fourths must be notified.

POWERS OF THE BOARD.

Q. It has been customary for the large boys to carry in wood for the janitor; can the board require this, under a rule?

A. No, this exceeds their powers under Section 52. If they could require this, they could require them also to saw and split it. The exercise wouldn't hurt them, but it must be done voluntarily.

Q. Can the board contract to pay for building a school-house be-it is finished, and would it be legal for the treasurer to pay an order to that effect, before the house is done?

A. No such contract should be made; no such order should be drawn; both acts are to be regarded as beyond the powers given to the board. The treasurer should refuse to pay such order. It might not be unreasonable to draw and pay an order in part compensation, if the contractor needed it, the work being first examined and accepted.

Q. Can the board hire a young person, one of the pupils, who holds no sort of certificate, as an assistant teacher and pay her wages?

A. Such hiring and payment is unlawful. (Sections 42, 134, 136.

Q. Can the board extend the school a month, there being money on hand?

A. Not if the district fixed the term, it being not less than five months. If an additional month is wanted, the district must vote it at a special meeting.

Q. As a matter of convenience, we, the clerk and director, have been accustomed to draw an order on the town treasurer for the teacher, and the treasurer turns the order over to the district treasurer in place of so much money, but our new treasurer refuses to receive it and demands the money? Is he right?

A. There is no warrant for your drawing your order on the town treasurer, and none for him to pay it. Your treasurer is right, and it will be best to arrange it as well as you can, and follow the law in future.

RIGHTS OF TEACHERS.

Q. I was sick for a time, and on recovery, was refused permission to finish the school. Have I right to?

A. If the time has not expired when the school was to close, you have an equitable right to teach till that time arrives. You cannot compel the district to continue the school longer than that, as it might be against their interest to do so.

Q. I was supœnaed twice to attend court, during a term of four months school contracted for, and now the district don't want the time made up. Have I a right to make up four months?

A. Not without the consent of the other contracting party. The same principle governs as in the previous case.

POWERS OF COUNTY SUPERINTENDENTS.

Q. Can a county superintendent order new seats, where they are much needed?

A This may be considered as within his power, under Sec. 92.

Q. Our new superintendent calls upon teachers who hold certificates to be re-examined. Can he do this?

A. Yes, under Section 105. Being a new superintendent, he wishes to judge for himself how well qualified the holders of certificates are to teach. This is not a bad sign for the schools or for good teachers. Still he might push the measure too far.

Q. Can a superintendent be required to endorse certificates from other counties?

A. He has no power to endorse. As to the matter of conferring authority to teach, the act if done is invalid.

DIVISION OF FREE HIGH-SCHOOL DISTRICTS.

Q. If a town which has established a free high-school is divided, what is the effect upon the high-school district?

A. It simply becomes a joint high-school district, as in the similar case of an ordinary district, but it comes under the regulations prescribed as to a joint high-school district.

STATE CERTIFICATES IN CITIES.

Q. What is the force of state certificates in a city whose charter makes it the duty of the city superintendent to "examine all applicants for teacher's licenses."

A. A state certificate "shall qualify the holder to teach in any public school in any city, town or shool district of this state without any further examination by any city or county superintendent or board whatsoever." Holders of state certificates would not be applicants for licenses in any city or county, because not needing them, and it must be held that the intent of the law is to supersede all other examinations.

LAWS OF 1877.

The following enactments were made at the last session of the Legislature. The first forbids school officers and teachers to act as agents for school-books and stationery. It is commented upon under the editorial head. The second admits persons of foreign birth, over twenty years of age, to the public schools. The third adds a section to the free high school law, which enables high-schools already "organized and established" to avail themselves of the benefits and advantages of the law.

CHAPTER 172—LAWS OF 1877.

SECTION 1. From and after the passage and publication of this act, it shall be unlawful for any county superintendent, or any officer or teacher of any public school district or public school in this state, to act in any manner, either directly or indirectly, as agent or solicitor for the sale of stationery or of any school book or books.

SECTION 2. Any person violating the provisions of this act, upon conviction thereof before any court of competent jurisdiction, shall be fined for the benefit of the school fund of his or her school district, not less than fifty dollars nor more than two hundred dollars, in the discretion of the court.

SECTION 3. This act shall be in force from and after its passage and publication.

(Published March 20, 1877.)

CHAPTER 184, LAWS OF 1877.

Whenever any person between the ages of twenty and thirty years, residing in any school district shall apply to the school board of such district, or city, for admission to the public school, for the purpose of becoming more proficient in the English language, it shall be lawful for such board, in their discretion, to admit such person to any public school under their control, free of tuition, when in their judgment it will not interfere with the accommodation and instruction of the pupils of school age residing in such district or city.

(Published March 17, 1877.

CHAPTER 249—LAWS OF 1877.

SECTION 1. Chapter 323, of the laws of 1875, is hereby amended by adding thereto a section numbered 17, that shall read as follows: Section 17. Every free high school heretofore organized and established in this state, upon complying with the provisions of said act so far as applicable and making through the secretary or other proper officer of the board or officers having the management and control of the affairs of such high schools, a report in writing to the Superintendent of Public Instruction on or before the tenth day of October in any year of such facts relating to such high schools as said Superintendent shall require, which shall include the number of weeks such high school has been maintained during the previous year, the whole amount expended for its support during such year, the amount paid for instruction therein, the number of pupils attending the same, and also the average attendance, shall thereupon be entitled to share in and to have all the benefits and advantages conferred by this chapter upon high schools established under this act, and if such high school not established under this act has been maintained for at least thirteen weeks in such year it shall be entitled to receive from the state one half the amount actually expended for instruction in said school, not however exceeding five hundred dollars, in any one year, to any such high school or schools; *provided however*, that in case such high school district contains a larger population than three thousand, to be determined by the last national or state census, it shall be entitled to receive at the rate of one hundred dollars for each additional three thousand of such population: *and provided further*, that no such high school district shall be entitled to such aid, unless the appropriation or expenditure for such high school, has been exclusive of the amounts required to be expended for common school purposes; and the Superintendent of Public Instruction shall carefully examine such reports, and he and the Secretary of State shall take such action in behalf of and concerning the same, and such high school or schools, as is required of them respectively by the provisions of section thirteen, of this chapter concerning high schools created or organized under the authority of this act, and all cities which embrace two or more school districts or parts of districts organized and governed as districts are in towns shall be entitled to all the privileges conferred upon towns and upon the districts therein by section 2 of said chapter 323 of the general laws of 1873.

CORRESPONDENCE.

SCIENTIFIC EXPEDITION.

The State Superintendent recently received the following letter which will be read with interest. The rich men among our readers will please not all speak at once:

ANN ARBOR, MICH., March 28, 1877.

Dear Sir:—Knowing your interest in matters of education, we make bold to address you these lines in regard to a subject which may be of some interest.

As you may perhaps know, there is an expedition about to start this year, composed of Professors from different colleges with a limited number of students. The object of this expedition is to make collections in Natural History. The party will be absent two years and will spend the time in the tropics of both hemispheres. A vessel is to be chartered and ample opportunities offered for collection and preservation of specimens.

Now, would it be possible to interest any wealthy man or company of men of your State in this expedition, so that a person could be sent with the party and have the collection he makes, or at any rate, a large portion of it, considered as an equivalent for the money advanced to send him? The collection might be divided into typical collections and given to the schools of the State, as is the Steere collection here. It would be a good opportunity to form a large private collection.

The vessel will visit the regions visited by Wallace and other travelers, as well as points never before visited by naturalists. Each member of the party collects all that he can and has all that he collects.

Now, could you give us your assistance in finding some wealthy man in your State who would be willing to assist us? We have devoted some years to collection and study in Natural History, and can give abundunt reference as to our ability and trustworthiness. We expect to be under Prof. Steere the remainder of the year.

If but one could be sent by some one from your State, application could be made to some other State for the other. It is better for two or three to collect together, as the work could be better systematized and more accomplished. It is expected that the expenses will be six thousand dollars ($6,000) for the entire trip for each individual. This will cover everything and enable us to hire all necessary assistance.

Would it be advisable to have some articles on the subject inserted in the educational journals of your State?

Hoping to hear soon from you on the subject, we take pleasure in transcribing ourselves, Your most obedient servants,

FRANK H. KIMBALL,
DAVE N. DE TARR,
Ann Arbor, Mich.

THE TEXT-BOOK QUESTION IN CANADA.

[The following letter from Dr. Hodgins shows two facts in the generally admirable educational system of Ontario, viz: (1) There is in that province a partially developed

plan of government ownership and publication of text-books. (2) This plan has not proved satisfactory, and the authorities are seeking something better. It is certain that Canadian school books are greatly inferior to those used in the United States.]

EDUCATION OFFICE, EDUCATION DEPARTMENT FOR ONTARIO.
TORONTO, March 6, 1877.

SIR:—I have the honor to state, that this department is about dealing with the question of school text-books, and is desirous of obtaining from you the result of your experience, and any other information on the subject.

The policy of the department has hitherto been to approve of no text-book the copy-right of which was not transferred to the Province—a year or more exclusive sale being secured to the original publisher or author, or a small royalty allowed on future sales. On either of these conditions the book is allowed to be printed by any person who would enter into the necessary bonds on the subject.

Any information or suggestion which you can give on the subject will be gratefully received. I have the honor to be, Sir, your obedient servant,

J. GEORGE HODGINS,
Dep'ty Minister of Education.

The Superintendent Public Instruction, Madison, Wisconsin.

THE REPORT ON "STATE SYSTEM."

LANCASTER, WIS., April 2, 1877.

Dear Sir:—I have had the pleasure of studying the very able report on "A State System of Education," which appeared in the February No. of the JOURNAL. I readily see the force and fairness of all the criticisms made, and agree with nearly all the recommendations offered. I must, however, acknowledge that I do not fully understand recommendation (3), relative to County Superintendents. I fail to reconcile the two phrases, "during the pleasure of the same," and, "for a term not exceeding three years." Moreover, I should be pleased to know the views of the committee on re-appointment of County Superintendents.

If you will overlook my obtuseness and elucidate this matter you will favor one who is in full sympathy with all efforts made to improve our State system of education.

Respectfully yours,
J. G. DAVIES.

[The recommendation of the Committee that County Superintendents should be appointed by the State Board of Education and should "hold office during the pleasure of the same, for a term not exceeding three years," means that the superintendents should be removable for cause, by the appointing power, at any time before the expiration of the fixed term of three years. There are good reasons why the appointment should be for a fixed term, although re-appointment, in case of faithful and efficient officers, ought to be the rule governing the Board. This was the opinion of the Committee.—EDS.]

GERMAN DISTRICTS.

OFFICE COUNTY SUPERINTENDENT, ————, WIS., Feb. 15, 1877.

DEAR SIR:—The German schools in my county have always been a problem to me and one I have never been able to solve satisfactorily. All I have been able to do is to reach an approximate result. I have several districts composed entirely of Germans, a few where there are only from one to four families of Americans. The Germans being, as you know, an exclusive race, especially tenacious of their religious tenets, their children hearing nothing but German, are unable to speak or understand the English language, except to a very limited degree, and many not at all. This renders it necessary—if we have any school in these districts—to employ a person who can speak the German language, and being unable to obtain Americans who understand the language —at the prices they can pay—we have been of necessity compelled to employ Germans.

Now, while I have no doubt that not as much is done in the English language as ought to be done, and knowing, as I do, that these Germans keep more school than the Americans, that their children attend more days, and that they take greater interest than do our countrymen, the question presented itself in this manner to me: Shall I, by my action, kill these schools, create a feeling against the common school system, and cause the establishment of private schools; or shall I take what I can get, knowing that the next generation—after the old stock is out of the way, and they come to associate more with us—will work into English schools entirely? Shall I cut off the only chance they have to learn a little of English? They can and will establish and maintain private schools unless a proper course is taken. If I can get nothing more, is not an educated German better than an ignorant one, even if he is educated only in German? I have adopted the rule of licensing such Germans as can speak the English language so as to be understood; and in my visits I find my course has been the most judicious. I find pupils reading well in the third reader; I find the best pupils in geography; I find good writers and good mathematicians; I find well behaved boys and girls, and I wish I might always find these things in all of my English schools. I have no doubt public money may be sometimes appropriated for a school that might not be exactly a legal school, but I know it is used to the best advantage under the circumstances.

Respectfully yours, —. —. ————.

[Necessity knows no law. Much must be left to the judgment of the Superintendent in particular cases. The reasoning and practice of this correspondent appear correct. Time will assuredly bring the results desired.—EDS.]

INSTITUTE AT SUN PRAIRIE.

DOOR CREEK, Wis., March 25, 1877.

MESSRS. SEARING and PRADT:—Our institute opened the 19th inst. with an enrollment of 45 and steadily increased till we reached an even 100. Of these 40 were males, and 60 females. Average daily attendance 95, with but few cases of tardiness. Sixty-three have been teaching during the past year, while the remainder are preparing to enter the field at an early day. Fifty had previously attended Institutes. Prof. McGregor expressed himself as well pleased with the attendance and the work done by

the members. At the suggestion of Mr. H. W. Rood, principal of the Sun Prairie school, the members extended their thanks to the Prof., in shape of a very fine picture, purchased of W. J. Park & Co., of Madison. The only regret on the part of the teachers was that the Institute was not to continue another week. At our next we shall ask for two weeks or more.

Very respectfully yours.
A. R. AMES.

THE TEXT-BOOK BILL.

After the publication of the "Educational Responses," reprinted in our leading article, a large number of letters of similar tenor continued to be received by the State Superintendent. We make room for two or three which are specially valuable and interesting, as coming from the highest sources:

FROM HON. J. G. MC MYNN, FORMER SUPERINTENDENT OF PUBLIC INSTRUCTION.

RACINE, Wis., March 17. 1877.

Hon. Edward Searing:

MY DEAR SIR—When the preposterous nonsense, embodied in a bill for a law to make the State the publisher of school books, was introduced into the Legislature, I did not suppose that such a proposition would receive a dozen votes, if taken by yeas and nays. I was disposed to think that you had shown a want of discretion by formally noticing the absurdity. I find, however, that you knew more about the Legislature than I did, and that your circular of the 21st ult. was called for by the interests of education.

Of course, I am not ignorant of the vagaries, in which well-meaning men will indulge in connection with matters of an educational character, but I must say that this idea of the State publishing our text-books is the strangest to which my attention has yet been drawn. I do not believe that it can be met by argument. It was never reasoned *into* any mind possessed of common sense, therefore it cannot be reasoned *out*. It is one of those hallucinations that must be endured until contempt and ridicule shall dispel it. It may be well enough to call attention to the petty jobbery, the corruption, the disregard of local school government, the endless waste of money and books which would be the necessary *outcome* of the proposed measure, but it seems to me that this is hardly necessary. The hard common sense of our people will shiver it, and I do not think it will make its appearance again in our legislative halls. I know you can point to Minnesota, and say, we cannot trust the common sense of the people—but I say we can. I predict that Minnesota will repeal the law next winter.

I am very truly, yours,
JNO. G. MCMYNN.

FROM PRESIDENT CHAPIN, BELOIT COLLEGE.

BELOIT, March 3, 1877.

Prof. Edward Searing, Superintendent:

DEAR SIR:—I was not an uninterested observer of the school book controversy. I looked over the bill as brought into the Legislature with some care. That the State should undertake to set up a book-publishing establishment is so at variance with accepted principles of political economy, and involves such restrictions on the freedom o

private judgment and on the changes necessary, if our schools are to keep in line with the advancement of science and learning in the future, that it seemed to me the measure could find little support. I was surprised that so many sensible men were blinded to its meaning and bearing. The measure has failed now, but there are signs that it may be brought up and pushed again hereafter. I am with you in your seasonable opposition to it now and always. Very truly yours,

A. L. CHAPIN.

FROM HON. J. L. PICKARD, FORMER SUPERINTENDENT OF PUBLIC INSTRUCTION.

CHICAGO, March, 5, 1877.

DEAR SIR:—As one still interested in Wisconsin schools, permit me to express my thanks for your manly and unanswerable argument against State uniformity in text-books. See my first report for evidence of my sincerity in this matter. Yours truly,

J. L. PICKARD.

SCHOOL-ROOM VENTILATION.

[Having heard that a very cheap and efficient method of ventilating school-rooms had been devised by Prof. L. D. Harvey, of Sheboygan, the State Superintendent sent him a card requesting a description of the plan for the benefit of the readers of the JOURNAL and of the schools generally. We trust Mr. Harvey will excuse us for printing the following response. Although not intended for publication it is of too much interest to be consigned to the waste basket. The writer is entirely correct in his belief that "the fruit of brain labor is as much a man's property as the fruits of manual labor." We hope he will secure a patent for and make a fortune out of the device. If he has solved the hitherto unsolved question of cheap and effective ventilation for school buildings he deserves the wealth of Vanderbilt and the fame of Stevenson.—EDS.]

SHEBOYGAN, WIS., March 19, 1877.

Dear Sir:—Your card, asking me to prepare for the JOURNAL an article on "cheap ventilation," is at hand. I believe I have solved the problem of cheap ventilation so far as to make it possible to ventilate any school-room in the country, having windows on more than one side of it, at a cost not to exceed ten or fifteen dollars.

By "cheap ventilation," I do not mean *poor ventilation*, but a plentiful supply of *fresh* air, without making it necessary for pupils to sit in *draughts* of *cold* air. With this secured at the cost mentioned above, I think the problem is solved—is it not?

Until this winter, not a school-room in the city has been properly ventilated. In several rooms no attempt whatever had been made in this direction. The only possible way of ventilating was by raising or lowering the windows. When this was done, strong draughts of cold air came in upon the children and they, as a matter of course, were constantly taking cold. Some of the more intelligent citizens laid the matter before the School Board and said they must take their children from school unless the matter was remedied.

During the last two years I have been thinking of the subject of ventilation and trying to devise some appliance for ventilating rooms already built, in the construction of which no attention had been given to the matter—or at most not enough to be of any value. Last fall my ideas began to take definite form, and I began experimenting upon

one of our rooms. The experiment succeeded so well that on calling the attention of the Board to the appliance they arranged with me at once to apply it to thirteen of the school rooms in the city. Since then, not a word of complaint has been heard from parents whose children attend school in any of these rooms, and the testimony of *every teacher* is, that there is now no trouble in securing good ventilation. My own observation is, that in rooms which I never entered before, without thinking of the black hole of Calcutta, I now invariably find the air pure and wholesome and no draughts coming upon the children. Thus much as to the cheapness and desirableness of the invention.

Believing that the fruit of brain labor is as much a man's property as the fruits of manual labor, and thinking that my invention might be of some value to me financially, if I could secure it for myself, I have made application for a patent. I do not know but my view of the case may be a sordid one, but I notice that it is about the view taken by authors of text-books, and in fact, by mankind generally. I notice too that what costs people nothing is not usually thought much of, and believe that a school board willing to apply a ventilator, if told how to do it, would be willing to pay a small sum for having the article furnished them ready made. Am I right?

Now, as to the paper for the JOURNAL. Under the circumstances, I hardly think I should be doing myself justice in making the invention public property until I know whether or not I secure the patent—especially as I already have a very liberal offer for a half interest in the patent, if granted. Whether I secure the patent or not, I shall give the public the benefit of the ventilator in due time and the JOURNAL shall have the first opportunity of describing it.

With the above facts before you, I should like to have your opinion of the value of the invention, and of my course in applying for a patent.

Yours truly,

L. DOW HARVEY.

HISTORY AND GRAMMAR.

In answer to the teacher who wanted to know about Goodrich's History, I would say I have used it and thought well of it at the time, but now consider it far surpassed by "Barnes' Brief" and "Swinton's Condensed." The former is fuller and more interesting in style; the latter, for facts, figures, and dates, heads the list.

Barnes' is published by A. S. Barnes & Co, Swinton's by Harper Bros. W. J.

In the sentence "Washington was buried near the Potomac," I think *near* is a preposition, and *Potomac* in the objective case,—object of relation expressed by *near*.

Webster says *near* is an adjective, abverb, verb, and a preposition, with which Clark agrees, and the latter calls *near* a preposition in the sentence "We live *near* the spring."

In the sentence "What time he took orders doth not appear," is not *time* the subject?

The author of the Grammar in which it is given says *he took orders, etc.*, is the subject. W. J.

[We agree with W. J. on all points except the last. Neither he nor "the author of the Grammar" correctly gives the subject of the sentence. Who will send us a brief and *convincing* statement of the truth?—EDS.]

EDITORIAL.

NOTICE.

We shall have to send a bill for $1.25, in the May number, to those who have not previously paid the $1.10, for 1877.

TWO TEXT-BOOK SCHEMES.

We hope every reader of the JOURNAL—whether teacher or school officer—will carefully and thoughtfully peruse the history of the "Text-Book Conspiracy," given in this issue. As said last month, we believe the interests of education and the interests of honest government alike require that the information given in this history should be circulated and known everywhere throughout the State.

If any one interest should be jealously guarded by the people and kept from selfish ends, from partisanship and damagogism, it is their educational system—the only guaranty of their trust in free government. Thus far, in the North, the public school systems have been singularly free from the influences mentioned. By common consent, they have been administered in the interests of the people. State school funds have been sacredly preserved. Free education has been secured for all classes in all sections. The extreme of local independence in administration has been maintained.

Just now, almost for the first time, in several Northern States, serious and simultaneous attempts have been made by designing men to introduce an important change in the educational system. It is said by them that the principle of local independence, in respect to one necessary item of school apparatus, is injurious,—that the interests of the people demand a complete change here. These men ask that by legislative enactment, local independence in the selection and use of text-books—by far the most important item of school appliances—should be taken from the people, as incompetent to safely retain it. They ask that the selection of books should be given to a small central board or commission, and that the manufacture of the books, or the furnishing of them, or both, should be given—*to themselves!* O, the depth and breadth of such disinterested philanthropy! What boundless love for the people! What manifest self abnegation!

We cannot say with certainty that in *all* the States where this change has been attempted, such noble, unselfish motives have actuated the would-be reformers, but we speak with assurance of *two*—Wisconsin and her neighbor Minnesota. Who were the prime movers in the agitation, in the latter State, which resulted in a gigantic chartered fifteen year monopoly to one man? One was *that man himself*—a bookseller, who for years has done as much or more than any other person in the State to keep up the price of school books; and the other was that notorious damagogue and impractical idealist, Ignatius Donnelly. That those men chiefly sought private gain, either in money or popularity, is as evident as that selfishness was the motive governing the Madison publishers. There was in the Minnesota plot, as we are credibly informed, the same secrecy, the same hurried action, the same contempt for the opinion of educational men, the same political trading as in the frustrated Madison scheme. There was

likewise the same *refusal to buy in the open market, from the lowest bidder. A contractor was designated, the price of the books was fixed (actually more than the best books could be obtained for through direct purchase by the State), and the monopoly guaranteed for a period of fifteen years.*

Had the people of that State asked for any such scheme? Are they now satisfied with the scandalous measure? Let the following extracts from prominent Minnesota papers answer:

Says the St. Cloud *Journal-Press:* "The opinion that the text-book bill, passed by the last legislature, will prove a total failure, appears to be rapidly strengthening throughout the State."

The Faribault *Democrat* in referring to this law says: "The people are thoroughly aroused over the school book monstrosity, and Mr. Merrill, and the St. Paul job printers have got several rapids to run before they reach smooth sailing."

The Austin *Republican* thinks there are many reasons which "warrant the people of this State in pausing long enough to inquire into the paternity and animus of the scheme, as well as the difficulties in carrying out its provisions, to say nothing of the manifest inability of a *committee of three*, to select such a set of books as will be adapted to the varied wants of the district schools throughout the State."

The St. Charles *Union* thinks the law will "remain a 'dead letter' on the statute books," and adds: "While we were in favor of breaking up the school book monopoly, we were not in favor of establishing an other on its ruin."

The Faribault *Republican* declares that "the more the people see of the working of the Merrill law the more they won't like it, or the influences that fastened it upon their necks."

The *Winona Republican* says, under the title "The School Book Fraud:" "It turns out that the parties who succeeded in getting the late Legislature to commit the State to the endorsement of a fifteen year monopoly of the school book trade in their favor, are meeting with some unforeseen obstacles at the outset." * * * "The St. Paul advocates of the scheme, no doubt, assumed or were led to believe that all the work was to be done in their city. But here the "contractor" is ahead of them. The books can be procured from any other place, and the people are to pay the freight, and our wistful capital, getting *itself excepted* from the obligation to use the books, may not be paid for its zeal in advocating for country schools what it does not want for its own." * * * "A grand swindle worthy of the 'anti-monopolists' by whom the huge monopoly and fraud was planned."

And, worse than all—*Et tu Brute!*—the *Grange Advance*, the leading Grange paper of the State, says, in a long article:

"That it is a monstrous outrage upon the people of the State cannot, we think, be denied and we are confident that its evil consequences will soon become apparent and draw upon the heads of its authors and supporters very general and emphatic condemnation."

Other papers are equally as decided in their opposition to the new law, both in its principles and workings.

We make no apology for devoting so much space this month to the text-book question. Teachers and school officers should thoroughly understand it. It is no less their

duty to be on their guard against the selfish and dangerous schemes of pseudo reformers than it is to seek to remove, in safe and practicable ways, the real and serious evils attending the present methods of text-book purchase and supply. These evils and their remedies we shall discuss in future issues of the JOURNAL. Meanwhile we call particular attention to the article on this subject in the last annual report of the State Superintendent.

IRREGULAR ATTENDANCE.

Probably no evil in our school system, after incompetent teaching, is comparable in magnitude to that of irregular attendance. Absolute non attendance, with resulting absolute illiteracy, in localities where schools are at all accessible, is very rare,—so rare, we apprehend, as not to give occasion for any special alarm. But irregular attendance—to an extent far beyond necessity—is a source of distraction and weakness to schools in all parts of the State. The proof of this is abundant.

The remedy is not easily to be found. A correspondent suggests, in the last number of the JOURNAL, a compulsory law somewhat like that of Denmark. We have little faith in any statutory compulsion for such evils. It is as much opposed to American sentiments and habits, as it is in harmony with those of the European countries where we find it is successful operation. Eleven American states have tried it with little or no result, and in the light of this fact it would not seem advisable for Wisconsin to follow the useless example.

But can nothing be done? Has Democracy here no remedy against the abuse of freedom? We believe it has remedies of considerable potency. We believe that one such remedy is in the hands of every teacher, and it is our purpose in this brief article to show how the teacher can use it.

Let every teacher constitute himself a committee of one to ascertain in his district (1) the names of those children who, without good reason, are not in school at all during a given term, or are there but irregularly; (2) the ostensible reason or reasons for the absence or irregularity; and (3) the remedies that he can himself directly or indirectly command to bring into the fold the stray sheep.

As soon as possible after the beginning of the term let the teacher visit the homes of these absentees and stragglers, and ascertain and record the facts obtained. Let him speak to the parents of the loss to the school in general, and to the delinquents in particular, from the absence or irregularity. Let him appear very earnest in his desire for full and regular attendance. If lack of books or lack of suitable clothing is a cause of absence, let the teacher so inform the district officers. They can, in most cases, be persuaded to supply the former want from public funds, or will cooperate with the teacher in securing from charitable families the wherewith to supply the latter.

The teacher who feels that it is his duty *not merely to instruct those who come to him, but to see that the greatest possible number do so come*, and come regularly, will have in advance the respect of the district, and find the battle half won before it has fairly commenced. A great deal of irregular attendance is due to trifling causes which will yield to the mere visit and inquiries of the teacher and to his evident earnest desire to benefit the largest number. To him who is in earnest few things are impossible, and we have

long held to the belief that the earnest teacher has within himself a power greater than any legislative enactment to remedy this evil of irregular attendance.

Not merely visits to the parents, but the secured cooperation of the district officers, and other leading people of the district, in efforts to *correct public opinion*, if lax; talks to the children in the school; an article in the local paper; an exhortation to the people by the minister; a special missionary visit from the county superintendent,—these and other means will suggest themselves to him who is imbued with the spirit of a true teacher, and is not working *merely* for hire.

We repeat, the teacher can if he wills it, beyond any other person, secure full and regular attendance. And it is an object worthy of his best efforts. Victory will strengthen and ennoble him. The people and children will respect him the more. And even money will be added to his salary, if he thus show himself master of the situation and worthy of advancement.

But above all, let the pleasurable profit of the school room shine out like the steady, life-giving rays of the sun, and attract like the never ceasing power of a magnet. Let those who come be securely retained. Then will be done the perfect work. The blessing will reach all, and all will gladly share it.

UNLAWFUL BOOK AGENCY.

The enactment of last winter, found on page 177, which forbids school officers and teachers acting as agents for the sale of stationery or school books, has already provoked considerable inquiry. County superintendents were already forbidden, by Section 91 of the school code, to act as agents for publishers or book-sellers, on pain of removal from office. This is proper, as the office has formerly been rendered unpopular, in some other states, by a similar abuse.

As to school boards, we may remark that they are empowered by law to adopt text-books. This they should do, for the protection of the district against unreasonable changes. But the law now fortunately goes further and expressly authorizes the purchase of books for the use of the district; that is, it empowers the district to authorize the board to purchase. The law of last winter is in no way in conflict with this law. A school board thus authorized, in purchasing books for the district in no sense violates the new law. But if any school officer as an individual, on his own motion, deals in school books or stationery, or in any way acts as agent for their sale, he violates the law. It results therfore, not only that a school officer cannot legally act in this capacity in the way of single isolated purchases and sales, or solicitations for such sales, but that he cannot, if a book-seller, deal in school books or stationery. The only proper course is to resign his office, if he wishes to continue that branch of his business. This cannot be considered unreasonable. We have known positive instances of persons who dealt in books abusing their opportunities as school officers. In the excited state of the public feeling, as to the price of school books, the passage of the law is not surprising, nor can it be complained of. The supreme court of the state held that a school director, on account of his fiduciary relation to the district, could not properly become a contractor to build a school house for the district.

Nor can the law be complained of as it relates to teachers. Unfortunately there are two sorts of teachers, of which the "Two Teachers," described in one of our selected articles this month may be taken as specimens. We hope and believe the mercenary class is not a large one, but it is sufficiently large to be capable of doing considerable harm. It is against this class the law is directed. Some teachers, to the discredit of the profession, do and will traffic in books and stationery, for the sake of a few pennies of profit, and not only so, but lend themselves to the work of getting a change of books that they may share in the profit. This, no honorable teacher of course will do. But penal laws are no disgrace to honest men. They are obnoxious only to those who are disposed to do wrong.

Let school boards take care that they employ none but honorable and conscientious and competent teachers, and then pay them as liberally as they can afford. The advice of such teachers will always be valuable in the matter of the adoption and purchase of books, but they will be glad that the law shields them from the opprobrium which now surrounds the school-book business by shutting them out from contact with it.

The agitation of this whole subject will do good. School officers, teachers and books will all settle into their proper places, and the laws now on the statute book require little change except perhaps to make adoption compulsory.

NEW PUBLICATIONS.

THE ELEMENTS OF ENGLISH ANALYSIS, ILLUSTRATED BY A NEW SYSTEM OF DIAGRAMS. By Stephen H. Carpenter, Professor of English in the University of Wisconsin.

This is the title of a little book on purely sentential analysis, which appears to us worthy of high praise for its clearness, methodical arrangement, accuracy and *brevity*. In the space of only 39 pages, divided into 17 chapters, all that the ordinary student needs to know of the subject is presented. The simple yet helpful diagrams—the chief original feature of the work—admirably illustrate the golden mean in this kind of ocular aid, and can give no offense to the most fastidious grammarian. The nomenclature is that in common use, the examples for practice are well selected and sufficiently numerous, and in paper and typography the book is faultless. We heartily commend it to teachers and school officers. It is sold by W. J. Park & Co., Madison, Wis.—Price, 25 cents.

THE ANABASIS OF ZENOPHON. With Copious Notes, Introduction, Map of the Expedition and Retreat of the Ten Thousand, and a Full and Complete Lexicon. By Alpheus Crosby. New York and Chicago: Potter, Ainsworth, and Company.

This is probably the best edition of the Anabasis, all things considered, now accessible to American students. The notes are excellent, the references to the leading Greek grammars sufficiently numerous, and the Lexicon a model, indicating great labor, and critical judgment and scholarship. Mechanically the volume is a delight to the eye. Having, both as student and teacher, formed an early acquaintance with "Crosby's ek Lessons" and "Crosby's Grammar," we speak with confidence of the rare

judgment and scholarship of their lamented author. Long may the "Lessons," "Grammar," and "Anabasis" remain as monuments to past, and guides to future study of the incomparable language of a marvelous people.

FOURTEEN WEEKS IN ZOOLOGY. By J. Dorman Steele, Ph. D., F. G. S. A. S. Barnes & Co., New York, Chicago, and New Orleans.

Merely as showing to what perfection the art of wood engraving has reached, this book is worthy of special notice. Birds, beasts, and fishes stand out from the page with wonderfully lifelike contour and expression. The book is an ocular delight, worthy of the center table, and of "Russia" binding. Considering this *a priori* and irresistible attractiveness, with the brevity, clearness of style, deft mixture of anecdote, curious facts, etc., manifest in the printed text, we are not quite sure we ought to commend the book. The boy or girl into whose hands it goes will assuredly neglect his "Rithmetic" and "Jography" for the more delightful study of beasts and creeping things, of fish and fowl, with which this wonderful book abounds. Lives there the boy who will study Grammar in the presence of such a "menagerie?" In the interests of general knowledge we respectfully ask the Publishers to call off at least half of their monkeys, lions, hyenas, bears, walruses, dromedaries, giraffes, deer, hippopotami, zebras, elephants, porpoises, whales, bats, mice, gophers, porcupines, ant-eaters, kangaroos, butcher birds, bobolinks, birds of Paradise, parrots, condors, spoon-bills, pelicans, turtles, chameleons, rattlesnakes, amacondas, bull-frogs, gar-pikes, sharks, broad-nosed eels, and the innumerable swarm of insects that follow in their wake. Boy nature can not bear it. The interests of education demand the prompt confiscation of the book. Our only fear is that we are too late in this warning, and that multitudes of boys may be already under the fatal facination.

COMMON SCHOOL LITERATURE, by J. Willis Westlake, Prof. in the Millersville (Pa.) Normal School; author of "How to Write Letters," etc. Philadelphia: Sower, Potts & Co.

This little book is well calculated, in the hands of a teacher of some literary culture and enthusiasm, to awaken a love for letters in the minds of intelligent pupils. It may profitably be used as a reading book, or as a repository of choice extracts for reading, recitation or declamation, and may thus serve to implant many a noble and elevating sentiment in the minds of youth.

OUR FIRST HUNDRED YEARS: The Life of the Republic of the United States of America. By C. EDWARDS LESTER. New York: U. S. Publishing Co.

This unique work condenses in two volumes of nearly 500 pages each (which are also bound in one) such a portraiture of our country as can nowhere else be found. Instead of the usual threadbare narrative of discovery, settlement, military and political movements, it presents the life and development of our nation in its more interior and individual manifestations, and thus supplements all our other histories. Whoever reads it will find a glowing, fascinating, and withal a most full and painstaking story of the republic. What is equally noticeable is the evident spirit of candor and liberality with which all men, parties and deeds are portrayed. It is the great and crowning work of an author well and widely known by his "Glory and Shame of England," "Life and Voyages of Americus Vespucius," "Artists of America," "My Consulship," and several other original works as well as translations. Those who wish to read, or induce others to buy and read, a work eminently calculated to foster in the minds of every American a feeling of patriotic pride in the past career of the Republic, will communicate with the publishers at 205, East 12th St., New York.

NOTES.

Bills for $1.25 will be sent in the May number to those who have not previously paid the $1.10 for 1877.

We find the follow.ng in the March number of the *Pennsylvania School Journal:*

"The editors of the Wisconsin JOURNAL OF EDUCATION decline, in accordance with the expressed wishes of the teachers, to merge their Journal in the new weekly Northwestern *Journal of Education* (*The Educational Weekly*). The reason of the declination is not hostility to the new enterprise, but an unwillingness to dispense with the aid of an instrumentality which has rendered much effective service to the school cause. The teachers fear that the proposed change would stand in the way of their having full reports of their local meetings, full information in relation to legislative action on school matters, and a fair chance to fight the enemy on his own ground.

Our opinion is, that they are right. And, by the way, it is only just to say that this WISCONSIN JOURNAL is one of the ablest and most readable magazines of the kind in the country."

At the institute in Eau Claire county, held recently, a list of 50 words was given out for pronunciation. This is well. Errors in orthoepy are quite as common as errors in orthography.

In a recent New Jersey school report a county Superintendent says:

"Last year one of our districts elected a lady for trustee, and a vacancy occurring in the board soon after, I had the honor of appointing another lady to the office, at the same time making her the district clerk. This year the good people of the district turned out in full force and unanimously confirmed my appointment for three years longer. One would suppose from the vehemence of the vote that they intended the election should be for life. A more closely watched school and better managed district is not to be found in the county. These trustees were not content to spend all their energies in signing orders on the collector and charging $20 for their services, but they went from house to house, as well as to the school house, and stirred up such an interest in their school as probably never existed before."

We some weeks ago received a circular of Wheaton College, Ill., which one might readily believe was prepared by that eminent orthographical authority, Josh Billings. The heading is "*Speshl Announsment!*" and we learn below that—

"Ther will be during the term a cours ov lecturs on Fiziology and Hygien, also wun ov five lecturs on Comershl Law. Both these courses are open to all membrs ov the Institushun."

Also that—

"Tu ladix rooming in the collej bilding, tuishun, with board and room, will be for the next turm fifty wun dollars; fuel and lites ar furnished at cost."

That this spelling was perpetrated in cold blood by those who knew better is evident from the following:

"NOTE.—By the spelling adopted abov a saving ov about wun letter out ov evry 21 is effected. By a thuro revishun ov English orthografy such as is propozed by the Internashunal Spelling Reform Asociashun, and favored by the best teachrs ov langwij in the cuntry, wun lettr out ov each eit mite be dispenst with."

During a recent visit to Sparta, we had our second opportunity to inspect the schools of that city. One or two years had passed since our first visit and the publication in the JOURNAL of the most excellent impressions then received. Those impressions were confirmed and strengthened by what we recently saw. In the excellence of its school system, skill and thoroughness of its teachers, and the satisfactory character of the work actually done, we believe no other city in Wisconsin to be its superior.

We witnessed the exercises of classes in different schools and nearly all grades. The work was all good, and some of it very superior. The uniform facility and accuracy in map drawing from memory, displayed by the intermediate grades, we are sure we never saw equaled. The writing of the primary classes was also highly creditable.

In a system of graded schools nowhere is the real spirit that pervades it better seen than in the High School; and here we found every evidence of successful management throughout—good scholarship in the pupils, interest in their work, and a large number pursuing the

higher branches. Between 60 and 70 were studying Latin, about 17 were in Greek, 30 or 40 in Geometry, 23 in Physics, the same num- in Ancient History, 13 in Virgil, etc. Here, at the top of the system, is really a first class Academy, with its advantages largely appreciated and enjoyed. Many of the young people in attendance were from the country. Nearly a score of the students were preparing for the University.

Q. What is the secret of all this educational prosperity?

A. Intelligence enough to run the schools on business principles,—to secure and keep a first class superintendent and worthy assistants,—and to know (ah, how rare the knowledge!) that in this matter liberality is the truest economy. Prof. Smith and his carefully selected and trained helpers are paid comparatively liberal salaries, but we know of no cheaper teachers in the State.

The Inter-State Collegiate Oratorical Contest will take place in the Assembly Chamber at Madison, Thursday, May 10th. Seven states will be represented by as many contestants, and a most interesting occasion may be expected. We attended the like contest at Indianapolis two years ago, and hold it in delightful memory.

The State Superintendent has appoint S. A. Hooper superintendent of schools, for Ozaukee county, to fill the vacancy caused by the death of Edward H. Janssen. Mr. Hooper is a graduate of Beloit College (classical course), has been principal of the Port Washington schools for the past five years, and is a member of the Bar, although we believe he has never practiced law. He was strongly recommended as an accomplished teacher and scholar, a man of ability, and every way qualified to raise to a higher plane the schools of his county, which are, in general, in a rather poor condition.

There are indications that the annual examination for State Teachers' Certificates, to be held in Madison, August 7-10, will be largely attended. The early announcement has turned to it the thoughts of many teachers who are now making preparation for the ordeal. The last number of the JOURNAL contains all particulars. These will also be sent to any one, in circular form, on application by mail to the State Superintendent.

It gives us pleasure to learn that the city of Watertown has adopted the plan of free textbooks. Last Fall the school board of that city appointed a special committee to investigate and report on the merits of the plan. The committee, after correspondence and full consideration, reported last month unanimously in its favor. The report was so convincing that the school board approved it without a dissenting voice and recommended to the common council the adoption of the system. The latter body, likewise by a unanimous vote, has just authorized the board to purchase the books and inaugurate the reform. If carried out in a business-like manner, as it undoubtedly will be, it will give great satisfaction, and be an example which other cities in the State will speedily follow.

Superintendent Tracy, of Rock county, writes that the recent institute at Milton was, in his judgment, upon the whole, the best ever held in the county. "Every one pronounced it a decided success. The lectures were excellent practical, just what the teachers wanted." These were given by President Phelps, of Whitewater, and Rev. T. P. Sawin, of Janesville.

Superintendent Richmond, of Green county, writes that his eight weeks institute at Juda is an eminent success, the attendance being considerably over one hundred. He is assisted by Prof. Purman of Platteville, and Mr. Will. Corson, from the University, who are "both doing excellent work and take well." The expenses of the institute are defrayed by a special appropriation of $100 by the county board of supervisors, supplemented with a small tuition fee.

We have received from Prof. Emery, the report of the Fr. Atkinson High School, for the term ending March 16th, 1877, showing the standing of the pupils in the several classes, on a scale of 100, in attendance, punctuality, conduct, scholarship, and rank. The five classes, from highest to lowest, number respectively 14, 10, 24, 30, and 51,—total 129. We have scanned this report carefully to see if the boys were making any better record, relatively, than heretofore. A year or so ago we noticed, with foreboding, the superior intellectual rank of the girls, and we derive no comfort from the inspection of these latest figures. In every class the highest number is opposite a feminine name, save in the A class, where a young gentleman and young lady both enjoy the equal honor of 98. The average record of both sexes, however, is high, proving the school to be in excellent condition.

By accident we ommitted to affix Prof. ALLEN'S name to his second installment of "Brief Commentaries" printed in this number.

The following is from a letter recently sent by the State Superintendent, in answer to certain inquiries of a county superintendent:

To license 225 teachers when only 105 are needed, is manifest injustice to the one hundren best ones. Your impressions on this paint are correct, and the standard ought to be promptly and materially raised. Your encouragement to those who meditate certificates of the higher grades, also meets my approval.

Encourage and favor the qualified. See that they are fairly paid and appreciated. Keep out of the schools the incompetent. Preach to the people the doctrine that the difference between a good and a poor teacher is the difference between an orange and a crab-apple—the difference between 30 bushels of wheat to the acre and 10 bushels. Nay, it is the difference between summer and winter to the vegetable world. Can ten dollars a month measure it?

The Literary Society of the Ft. Atkinson High School held its fourth annual public session Saturday evening, March 17th. The *Jefferson County Union* speaks in high terms of the exercises, which "were listened to with unflagging interest." It offers but one critical suggestion.—"Speak and read slower and with greater distinctness."

An enlargement of the school building at Pewaukee is in contemplation. Mr. Dudgeon, the principal, was successful in his management during the winter, and has been re-engagod for the spring term. His assistants are Misses Knight and Anderson.

Prof. Rockwood, of Whitewater, recently gave a select reading to the inmates of the Industrial School at Waukesha. A Waukesha correspondent of the *Register* writes:

The Professor could scarcely fail to be gratified at the delight pictured in the faces of the boys and their enthusiastic glee at his rendering of the Dutchman's opinion of "that leetle game" called base ball, and also at "Darius Green, and his Flying Machine," and "Joe Smiley's Jumping Frog" The selections were all such as would interest even the youngest of the boys as well as the teachers and officers. At the close they seconded Supt. Putnam's vote of thanks by deafening cheers, which were repeated when Prof. Rockwood intimated that he would come again and read to them.

The next day a squad of progressive youths were seen with one of their number, nicknamed "Toadie," on his hands and knees, touching him up after the manner of Joe Smiley and saying "Jump, Dan'l Webster, jump."

The teachers of the Wisconsin Industrial School, at Waukesha, recently organized an association for the advancment of the interests of their work. Superintendent Putnam was elected President, and Miss E. M. Briggs, Secretary. Mr. Geo. W. Howard is principal of the educational department of the institution.

The Polk County Teachers' Association, at its session last month, passed the following resolutions:

Resolved, That this Association publish a second edition of the *Educational Record*, to include a summary of the educational proceedings of the county for the years 1872 to 1876, inclusive. Also, that James W. Dean, county superintendent, be elected to solicit subscriptions, edit, and secure printed, from 300 to 500 copies of said record, before the next meeting of this Association.

Resolved, That object teaching should be introduced into the common schools of the county, and teachers are requested to inform themselves by procuring works treating upon this subject, so as to successfully use these methods of teaching.

It is now quite generally recognized that free text-books are the logical outcome of our free-school system. Says the St. Paul *Pioneer Press*, in a recent issue:

"It would be in direct accordance with the logic of the principle on which our school system is founded, if the State should furnish school books, as well as school houses and teachers, free to all pupils."

For various reasons, the issue of this number has been unexpectedly delayed. Next month, we shall endeavor to be out much earlier.

Rogers' Penmanship Cards are designed to secure proper position on the part of pupils when engaged in the writing exercise. Plain directions or "statements," ten in number are printed on blotting papers, and if adopted in a school are constantly before each pupil. Besides this when the teacher sees a pupil out of position, as to posture, or holding his pen, by calling his number, and the number on the card which notes his fault, he at once puts him right. These cards are of three different sizes, and are accompanied with class cards to keep an account of each pupil. We see that Supts. Roby and Skewes, Profs. Graham and McGregor, and many others reccommend them Address C. E. Rogers and Co., La Crosse.

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ORAL AND TEXT-BOOK INSTRUCTION.

REPORT OF COMMITTEE.

Your committee, to whom the subject of Oral and Text-Book Instruction was assigned, submit the following as a partial report, and ask farther time for a more complete consideration:

We assume the commonly received definition of a text-book to be the *task-book* containing the lessons assigned, the statements and phrases of which are to be learned by the pupil in lieu of the oral instruction so generally prevalent in previous centuries.

One reason for this departure from the method of former ages, a departure more marked in this country than among the nations of the old world, seems to have been the wide spread efforts to afford universal education as a foundation for our institutions. There was an imperative demand for more schools than the nation could supply with true teachers. The expedient of a few able minds doing the required teaching by proxy, through the printed page, under the oversight of an inferior class of minds, was tried. This method, possessing certain intrinsic excellencies, seemed all the more feasible at the time owing to the almost total absence of experimental and inductive sciences from courses of study. The schools became filled with men who could "keep order" and hear lessons. In spite of many true and able teachers still in the work, the general tone of culture became changed and the "text-book" became the beginning and end of school instruction for the great mass of pupils.

Starting in its most appropriate sphere of intermediate instruction, it has shaped the processes of education from the infant school through

the university. The introduction of the different branches of natural science as a prominent part of school work has served to disclose the inadequacy of a text-book method for all school work.

This method, endeared to this generation as the centre and horizon of our school-boy experience, and faithfully followed in our riper years, finds ready defense from all minds. Permit us briefly to sketch some of its defects:

1. In the first years of a child's school work texts are necessarily useless, except as an exercise in reading, until reading has ceased to be a task. A reliance upon text-books for instruction engenders, therefore, an unwise haste in acquiring the art of reading so that the recognition of arbitrary signs and groupings of characters is made the burden of primary instruction.

Nothing in the laws of mind is more certain than that knowledge is gained and strength developed most readily on lines of previous habits in thought. The violation of this principle at the threshold of school life, encouraged by the blind effort to secure an ability to employ texts, has much for which to answer in the warped mental habits and tastes of this generation.

The readiness with which the child's nature yields to personal influence, and the eagerness with which he seeks knowledge when vitalized, while constantly repelled by the unsympathetic medium of the silent page, are indices that point unerringly to the true method of primary teaching, though heeded by so few.

2. Only after the mind has become habituated to definite thinking, with guide lines quite distinctly traced, and considerable familiarity with elementary processes has been gained, can it be profitably left or induced to seek knowledge chiefly from texts.

Your committee believe that a large element of disorder and disobedience is created by the strenuous efforts made to compel the young to apply themselves to continuous study before they have been prepared and trained for the effort.

3. After the child has been trained in habits of careful observation and attained the ability to independently concentrate attention, the text becomes an important auxiliary.

It enables the youth, yet lacking the power to hold a topic in all its details clearly before the mind, to examine a complex subject with

comparative ease, and do accurate and profitable work upon it beyond the hour of instruction. Yet even in this period of the text's greatest usefulness (after the reflective power is well rooted, and yet is lacking in the ripening vigor of manhood), it can never be permitted to usurp the office of teacher without injury to mental habit. It must be kept as servant, and never be permitted to rule the work.

It is this tendency of the nominal teacher to abdicate his place and suffer the agent to dictate terms to himself and school, that is condemned.

The very extensive, almost exclusive, dependence of teachers and pupils, upon the text-book for matter, phrase, and method, is so manifestly injurious to mental growth that we need not discuss its influence upon the pupil's habits of thought. The following points are suggested regarding the influence upon the teacher and the profession.

1. In so far as it promotes an excessive amount of "lesson hearing," it permits the substitution of ill-trained and inferior minds which, as base coin, tend to exclude the intelligent thinker from the field.

2. It affords little incentive to constant growth and suffers mental indolence to predominate in the one who should be the centre of energizing thought. The book permitting but not compelling the man to be a teacher, allows an unthinking routine, and he, unchallenged, "presides over recitations to which he contributes nothing."

3. The tendency to dwell upon the artificial *form* of knowledge, stereotyped for the million, induces him to rely upon feats of memory in tests of proficiency both in himself and pupils. This constant appeal to the exercise of a single faculty without aid from other trained powers is most prejudical to culture. Candor and broad thinking can only take root in a mind with evenly trained powers.

4. The acceptance of the text-book as an embodiment of the work to be done in a branch, narrows the horizon of a teacher's purpose, and closes many avenues of growth even in that subject, by inducing a bigoted habit of accepting past conclusions with little question, and by cultivating no inclination to test truth face to face with his fellows, thus depriving him of an essential quality in teaching, the ability to impress and stimulate thought.

Read at Madison December 28, 1876.

G. S. ALBEE,
W. H. BEACH,
J. H. TERRY.

TEACHERS' EXAMINATIONS.

REPORT OF COMMITTEE.

As the teachers are, so are the schools; as the schools are, so is the country, or so it will soon become. It therefore behooves the state, as it values its own stability and prosperity, to see to it that we not only have schools and school houses, but also competent teachers. The state of Wisconsin has always had some provision avowedly for excluding incompetent teachers. We had first a town supervision and licensure, which we were glad to bury out of our sight. For this was substituted the county system which is generally allowed, so far as licensing teachers is concerned, to be a great improvement on the former. Still its warmest friends acknowledge its defects. Among these are:

1st. The different standards adopted in different counties.

2d. The fluctuation in the same county from one superintendent's administration to that of another. At one time the standard is so high that a large percentage of the teachers are unable to secure anything higher than a limited certificate, while under a succeeding administration these same teachers become full-fledged second and third grade teachers, monopolizing the schools, upon the principle that a debased currency drives out of circulation the better.

The state department has hitherto exercised no control in this important—this most important matter. Here, where its influence for good upon the schools might be more effective than in any other of its functions, it has been contented to be more ornamental than useful—only an imposing figurehead. In this respect we might learn a lesson from the Province of Ontario, and even from those European States which, though late in establishing a national system of popular education, have had the wisdom to make it efficient by a most vigorous and uniform standard of admission to the teacher's ranks throughout the state.

The state department of Wisconsin should make itself felt as a controlling central force by preparing the questions to be used by the county superintendents throughout the state and fixing the percentage of correct answers necessary to securing certificates. If need be, for a time, this percentage might be lower in certain counties, but the questions should be uniform and should afterwards be published

in the State Superintendent's report with the results in every county of the state. It should be made the duty of the county superintendents when visiting schools to make such observations as would enable them to put on record the teacher's standing in ability to teach and to govern, and forward a copy thereof to the state department of public instruction. Provision should be made, as in the province of Ontario, for securing fair examinations and just inspection of the answers given; also for granting life certificates for the county to all who have passed two or more satisfactory examinations in the first, and it may be the second grade questions; thus holding out substantial inducements to teachers to seek higher attainments and relieving both state and county superintendents as well as approved teachers from a considerable amount of useless work.

Written examinations, even when supplemented by oral questioning, show with certainty only the acquaintance of the examinee with the subject; incidentally however, according to the clearness, order and precision of statement they indicate ability to teach. Powers of government are not at all thereby indicated; the school room determines the last, but so important, so fundamental, in order to successful intellectual training, are the two first, i. e. knowledge of the subject and ability to present it clearly, that no applicant should receive a life certificate, whether of county or state, who fails in these particulars.

State certificates are at present obtainable in either of two ways, viz.: by passing a satisfactory examination before a State Board, or by receiving a Normal School diploma.

In regard to the first of these methods we would suggest that such a constitution be given to the examining board that some good degree of uniformity shall obtain from year to year in the character of the questions given and standard required; and further, that from the subjects submitted in addition to those required for a first grade county certificcte, the applicant be permitte d to select, say four, and satisfactory work on these be accepted. No ordinary person can be proficient in all the subjects now submitted. The questions must, therefore, necessarily be technical and simple, and the examination may indicate too often in the successful candidate his capacity for cram rather than intellectual power. Limit the number of subjects

by way of selection; let the questions be more exhaustive and a far better index of culture and genuine intellectual capacity would be afforded. By shortening this work, time for oral work, calculated to show the applicant's ability to handle a subject before a class, would be afforded at such examinations. State as well as county certificates should show the branches on which an applicant has passed and his standing thereon.

A Normal School diploma is granted to normal students on a satisfactory written examination made by the faculty, supplemented by an oral examination by a committee of the Board of Regents. We believe there is no arrangement among the Normal Schools to secure uniformity in their standards. The examination by the committee of Regents is, of necessity, limited on account of time, and while serving valuable ends, would not of itself warrant granting State certificates. It is no impeachment either of the honesty or ability of the faculty to say that their examination is not satisfactory. As Prof. Huxley, who has had large experience as an examiner, says, a teacher is the unfittest of men to prepare examination questions for his own scholars. Teachers are apt to run in ruts. They have their peculiar hobbies, their pet questions, which they magnify and dwell upon, and these are apt to be made their test questions. For these reasons the questions should be framed by an independent board, under authority of the State department of Public Instruction, and forwarded to the Presidents of each of the Normal Schools. These should be uniform and should be the same or of like grade used by the State board for State examinations. Placing the highest value on scientific methods, sometimes called normal methods of instruction, they must not be allowed to subordinate thorough and exhaustive knowledge. Indeed the latter should be the outcome of the former, and whatever method fails in these results is but a sounding brass and a tinkling cymbal.

By assuming this legitimate relation to the examination of all the teachers of the state, the state department would be enabled to make manifest in its report the comparative as well as absolute efficiency of the different normal schools, high schools and colleges of the state, and the amount and quality of the material they each contribute to the great bulwark and safeguard of the state—its teaching force.

Read at Madison, Dec. 27, 1876.

A. F. NORTH,
ALBERT SALISBURY,
WM. H. BEACH.

EARLY WITHDRAWAL OF PUPILS.

REPORT OF COMMITTEE.

The committee to whom was referred that portion of the last annual address of the President, relating to the early withdrawal of pupils from school, offer the following report:

WHEREAS, the early withdrawal of pupils from school, is an evil injurious to the pupils and to the state; and,

WHEREAS, We believe ignorance, a faulty public opinion, avarice, false-pride in pupils and parents, lack of parental control, defects in the school-system, and incompetency of teachers to be the more potent causes; and,

WHEREAS, Universal education is necessary for the safety and continuance of a state, and it may rightfully do what it deems essential to its own preservation, welfare, and perpetuity; and,

WHEREAS, For the state to provide by public tax for the free education of its children and then leave all free to reject what is thus provided, furnishes cause of complaint to those tax payers who see children growing up illiterate; therefore,

Resolved, That we recognize the right of the state, to make laws compelling all children of proper age and mental and physical ability, to attend the public school, unless otherwise properly educated.

Resolved, That the evil under consideration could, to a great extent, be removed by the enactment and enforcing of a proper compulsory attendance law; still the passage of such law being a question of expediency, and wholly dependent upon public opinion for its proper enforcement, the untiring energies of all friends of free, unsectarian education, should be given to the formation of "a public opinion, whose peremptory demands are far more sure to be obeyed without the forms of law, than any, or all laws could be without the exactions of such public opinion."

Resolved, That the exegincies of the case call for every legitimate influence to be enlisted, every former of public opinion, every proper motive,—the press, the pulpit, the judge, the advocate, the legislator, the farmer, the artizan and the business man, parental love and duty, the desire for pecuniary prosperity, the self-interest of those who are without children to educate, and the sentiment of benevolence and religion—to convince the parent that his action is criminal,

when willfully or from thoughtlessness, he deprives his children of what is made possible to them by a free education; and to convince the citizen that his action is none the less unworthy, when he yields willing assent to a child's growing up in this intelligent age, without in some way being possessed of so much truth as shall fit him for intelligent citizenship.

Resolved, That an educational test for voting, judiciously formed, would tend to diminish the evil of which we complain.

Resolved, That efforts of educators and officials should be conscientiously given to correcting the defects at present existing in our educational system. We believe that the distinctive work of the common school, the high school and the university, should be carefully defined, and that an increased school attendance would be secured by granting certificates signed by proper school officials, corresponding to the high school, the normal school and university diplomas, to such scholars as thoroughly master the work of the common grammar school.

Resolved, That in view of the prevalent early withdrawal of so many pupils from school, the importance is pressed upon us of making the common schools thoroughly efficient.

Read at Madison, Dec. 28, 1876.

J. Q. EMERY,
H. W. SLACK,
I. N. STEWART,

STATE CERTIFICATES.

Nobody will think of questioning the propriety of bestowing diplomas upon deserving teachers in this or in any other state, for the plan at once recommends itself as the very best means of strengthening the cause of education. In the ceaseless war against ignorance, we need a body of *regulars* as well as of *volunteers*, and at present the motley crowd of teachers constantly coming and going is more like an undisciplined mob than a regular army; and it is well therefore to have a meritorious select corps of assured standing, certified by the highest educational authority in the state. The plan is unquestionably a wise beginning and will doubtless lead to the best

results. Our ambitious young teachers now have a proper stimulus presented which cannot fail to encourage them to reach the high standard of attainments required by the forward movement of education in our day and generation.

At the same time, when any such new, but wise and judicious arrangement was introduced (which occurred in this state five or six years ago) it does not seem very unreasonable to expect that those teachers of eminent standing who were already in the field and had done good service in the cause should, in courtesy, have received honorary certificates—say, after ten years successful teaching in this state. Such plan would not have been without precedent, for when, in 1845, Great Britain first introduced the system of public-school inspectorship, which is now beginning to yield such valuable fruits, such teachers as those now alluded to had freely extended to them, without examination, all the privileges which others received after successful competition.

We have been accustomed to speak of the "three learned professions," meaning thereby, "divinity, medicine and law," but soon we shall have a fourth as learned perhaps as any of the others. In the gradual development of the race, it is a long while before the teacher receives due recognition, and this is easily accounted for. The warrior in rude ages is always the first to take the lead and become the centre of influence, and for many ages the prototypes of "Sitting Bull" are in the ascendant. Next comes the "medicine man" or priest, who shares the power wielded by the warlike chieftain. After him comes the man of law whose office is to define ownership to "personal and real estate" after they are acquired by the strong hand of force, right always of course succeeding might. When people get somewhat settled down they soon come to find the use of physic to be essential to their being, and out of their wants in this respect the man of roots and herbs and drugs, has his first beginning and place in society. During all this time the teacher is "nowhere," the want of him is not felt, or if he has any recognized existence or office in the body politic, it is as a sort of dry nurse to the small children, to which humble occupation the care of the young pigs and chickens is usually thrown in as a legitimate appendage!

Thus we have the origin of the professions briefly outlined, each having its early beginnings in a very rudimentary form and gradually de-

veloping into something better and higher. The teacher's profession comes last into the field because mankind are slow to acknowledge its paramount importance. Eventually, however, the warrior will have to retire to the rear, and the teacher take his place, in fulfillment of the never failing word of prophecy that the "first shall be last and the last first."

As regards the examination for state certificates, which is one of the means employed for raising the profession of the teacher in popular estimation, there can be no doubt that it is at least as severe an intellectual exercise as that to which the young aspirants for admission to any of the other recognized professions, are usually subjected. The holder of a state certificate, where examination has extended over the wide range of no less than *twenty-five* different subjects, each of which would require the labor of half a lifetime fully to master, is justly to be considered as the peer of the members of other learned professions. And there is this much in favor of the young teacher, that while he has, first of all, to furnish evidence of successful teaching for several years, the young minister, doctor or lawyer, has to produce no such evidence of peculiar or decided aptitude for his profession, before receiving admission.

Our state has thus acted wisely in following the example of other states in this respect; and by gradually raising the standard of admission, teaching will at length stand forward as a profession which, in its higher walks at least, the members of the traditional trio which have hitherto looked down upon poor pedagogues with scarcely disguised contempt, will be compelled to acknowledge as their equal. The public have great faith in *diplomas*, and hence we find that those who wish to deceive them are always anxious to pretend that they have them. The medical quack arms himself with bushels of them, for he is well skilled in this tendency of human nature to believe in credentials. They give a man a certain rank and position in society which is at once recognized as entitling him to a certain amount of deference and respect. Provided with a state certificate honorably obtained after regular examination, a teacher can hold up his head and justly claim the honor which is due to his standing, and which will be freely accorded to him by every person of intelligence and discernment. But as we have said, people in general are ever ready to

receive a man just as he comes recommended to them by some authoritative body. With such a certificate, one has ten chances to one of obtaining a good position as a teacher that he would have with none. School officers know the value to be attached to state certificates; men of business are not slow to perceive that they have a marketable value, that like other "good paper," they pass current for what they profess to be worth, and when members of school boards, such men always give state certificates due consideration and weight.

It is only from the fact that the State certificate is an evidence of solid acquirements on the part of the holder that it derives its sterling value as a recommendation. Hence, the importance of maintaining a high standard at the outset, and gradually raising it. The qualifications which would to-day entitle one to such a certificate might, ten years hence, be altogether inadequate, for there is nothing more apparent to even the most casual observer of passing events than that the educational world *moves*, as the earthly ball that we inhabit —moves at a rate at which it never moved before, and with a gathering momentum that must induce all to brace every nerve in order to keep pace with it. To give all a fair chance to obtain such certificates, that is, all who possess the necessary qualifications, it would be well we think to hold the examinations during the cooler months when the mental facilties are in working order, rather than in the hot summer months when the nerves are relaxed, and it would, perhaps, be advisable also, from time to time, to publish in the pages of the JOURNAL OF EDUCATION, copies of the questions presented, as they do in some other States. *

SELECTED.

THE CHEAP COLLEGES.

The great mass of students who attend the smaller colleges in the west are, it is safe to say, paying part at least of their own expenses. These smaller colleges abound in the farming districts; the curriculum lays the foundation at least of knowledge and gives a bias to scholarly habits of thought, the rates of tuition are low, and boarding in the adjacent villages is cheap. The temptation to elevate himself by their help is brought to the very door of the laboring boy who

has been taught at the district school. It is from this class of boys that these colleges are replenished; the majority of younger students who enroll their names in the autumn, have worked in the field since May to earn money to keep them in college during the winter. After the first two years have been conquered in this way, the young fellow goes through the usual routine of teaching and study alternately, until he has gained his profession. The conservative scholar of course protests against such an education as inadequate, fragmentary, and shallow; he assures us, and truly, that the graduate of an ordinary American college is barely fitted to begin his training at a German university; that the mind, perpetually annoyed and perplexed by providing the necessities of animal life, is unfit to receive high thought or yield itself to the influence of knowledge with the requisite healthy tranquillity.

All of which is true, and would bear upon the case if the after life of the American student were likely to be passed in shades of lettered ease in profound scientific or even philological research. But our farm-boy has only four years at the most to give to study, and study is not an end with him but a means—the weapon with which a hard, practical fight for bread and butter is to be fought. Every fragment of mathematical, scientific, or even classical knowledge, he hopes to turn over and over a thousand times; and it is certain that the greater his difficulty in acquiring them is, the surer will be his hold on them, and the more ready will be his command of them for immediate use. The few profound scholars of whom America can boast belonged as a rule to an affluent class to whom learning came as an inheritance and birthright; but the practical men who have molded the politics, the social life, even the thought of the country, the Franklins, Websters, Clays, Greeleys, Lincolns, earned their knowledge precisely as the young fellow in the Western college is winning his—by the sweat of their brows. It was not the knowledge which was power to them, but the self-denial, the patience, the obstinate loyalty to their own idea, the "staying-power" acquired in the struggle for that knowledge.

Superficial thinkers, too, who sneer at the smattering of learning bestowed in the course of ordinary colleges, leave out of the question the softening, ennobling influence of those four years of study not only on the lad but his family. Granted that in a few years after leaving his modest little Alma Mater he has forgotten the uses of the

Greek particles and cannot solve the simplest algebraic problem; the effect of that early struggle for a noble purpose has elevated his whole nature; the brief association with scholarly men and the glimpse of the side of the world which is not business, have made his life more liberal, given it higher significance and purpose, Any one conversant with the agricultural districts of this country will know the difference between the clean, sordid farm-house, where the object of the hatchet-faced father and mother and their boorish sons is to eat and work to-day and prepare victuals and food for the rest of the year, and a like farm-house to which the boys and girls return in vacation from college or school. In one is every sign of animal stagnation; in the other are books, magazines, prints, music, every cheerful indication of active lives keeping step with the age to which they belong. It is this general elevation and widening of domestic life that tells on the country, after all, rather than the work of any individual, be he Franklin or Webster.—*N. Y. Tribune.*

THE NEW EDUCATION IN ENGLAND.

[President Andrew D. White, of Cornell University, now traveling in Europe, recently sent from Paris the following letter to the *Cornell Era:*]

Our journey was the most comfortable I have ever had, and our stay in England as pleasant as possible; hardly a day passed that some act of hospitality was not pressed upon us. This was especially the case in London, Oxford and Cambridge. Every opportunity was given me to consult the men I had most wished to see, and to study the various advances made in educational matters.

I have been greatly struck by the marked progress there, in everything pertaining to education, since my former visits. As regards popular education, the English are building up a most noble system. The admission of new strata of society to the right of suffrage has forced even the most conservative to admit that provision must be made for public instruction, such as the most sanguine Englishmen have never dared expect.

Among the foremost men in this good work is Sir Charles Read, Chairman of the London School Board—a man who gave up Parliamentary honors to devote himself to his present duties. As his col-

league on the Board of Judges at Philadelphia, I had occasion to know something of his earnestness and vigor, but since arriving on this side the water, even stronger proofs of his fitness have been revealed to me. He and his colleagues have just been through a hard battle and won a great victory. Although a thoroughly Christian man, he had a large part of the church against him—he and his friends supporting a system of national schools under national control, and the other side declaring for a system mainly regulated by the church authorities. The battle at one time seemed doubtful. During my stay in London, a demonstration of great apparent power was made against the National School System — the Bishop of London presiding, and a large number of clergymen and gentlemen of influence joining in the meeting wherein secular education was denounced as "godless" and "tending to atheism."

Nor was this all; the school board had been obliged to expend immense sums of money in acquiring sites in the midst of populous neighborhoods and in erecting large and well-equipped school houses—and they had not hesitated to employ the best of teachers at sufficient salaries. This expenditure was skillfully used against Sir Charles Read and his associates—and mingled with the cry of "godlessness" was the cry of "extravagance." Every effort was made to alarm the average Englishman by portraying the dangers to his soul and to his pocket.

But the result has astonished everybody. By immense majorities such men as Sir Charles Read, Mr. Lyulph Stanley and their associciates have been continued in office, and it may interest some of our friends to know that among the members of the Boards returned in the interests of National Schools, are at least two women.

By the way, let me here say that I have been not a little surprised to find, even in conservative quarters in England, how much less fear there is of the "woman question" than with us. If a woman is really the most fitting candidate for a position on a school board, it never seems to occur to anybody to reject her because she is a woman —and it should be borne in mind that men of very high social and political standing are glad to take such positions. There can be no doubt now that Great Britain is to have a national and secular education from the primary to the most advanced departments of instruc-

tion. This tendency is to be seen not less strongly in the Universities than in the public schools. Since my former visits to the Universities all the test oaths and declarations which barred out students not conforming to the established church have been abolished, and there seems no injurious check upon freedom of thought. I have heard every sort of stirring question in militant theology, science and literature discussed in College halls and common rooms with the utmost fairness and fullness. I doubt whether at this moment the Professors and Students of any Universities in the world are more free to hold any sort of conscientious opinions than are those of Oxford and Cambridge.

Of course, there are those who lament this. I was present at one of the University sermons when the preacher—a man of some distinction—bewailed the breaking down of the barriers erected by "the wisdom of our ancestors"—but it was plain that his grief was not shared by any considerable part of the University; another University sermon preached by a divine of much greater liberality in thought seemed to take much stronger hold upon professors, fellows and students. I do not think that the most earnest believer in the Church of England has any cause for regret in this. One of the foremost radicals in Great Britain remarked to me that the most radical ideas were treated with more fairness by men of that Church than by men of any other religious body, and that on this very account the Church is likely to hold its present commanding position. Doubtless there is much truth in this. A comparison between the sermons heard at my former visits and those to which I have listened during the past month led me to the same conclusion. The strongest men in the Church no longer set themselves against the progress of thought, but march with it. This alone accounts for the victory of the National School System at the recent elections. Whatever a few men in high position might say as to the "godlessness" of a national system of education as opposed to a clerical system, the great body of thoughtful and conscientious men in the Church of England, and out of it, quietly decided in favor of an education not anti-Christian but free from ecclesiastical control.

In my next letter I will give some details as to progress in the two great English Universities, especially in regard to prominence given

to studies in political and social sciences and the natural sciences, and in regard also to the extension of University privileges throughout England; and, of course, I shall not forget my visit to Girton and Neversham Colleges at Cambridge, for women.

MANAGEMENT OF COUNTY SCHOOLS.

But for the superior average powers of country children as compared with those of the city, the vast disparity now existing in educational privileges between country and city would be sadly ominous for both, and, especially for cities, whose intellectual as well as commercial pabulum is derived largely from the rural districts. Could the children of the glebe have the intellectual training of the children of the pavement, the intellectual greatness of the ancient Greeks might at length be rivaled. It is assumed, but not at all certain, that the education of the country schools is necessarily and hopelessly inferior to that of the city schools. It is certain that such is the fact at present, but it is not certain that it will be so in the future. City schools like those of Boston, New York, Chicago, and St. Louis, are the most beautiful and perfect organizations in society. And how admirable it is that one class has the exclusive services of an accomplished teacher all the time! But in the very luxuriance of privilege enjoyed by such classes, there are just the same temptations to educational dilettantism that there is to social dilettantism in the everlasting pursuit of personal comfort, social etiquette, and æsthetic accomplishment.

Strength comes from battling with difficulties. And as the very discomforts of country life develop manhood, so there may be an intellectually developing power in the wrestlings of a neglected school-boy over the difficulties of his lessons. One who visits country as well as city schools, can but be struck with the rugged strength of the country boy's intellect, whilst he may, in some cases, be shocked with barbarisms that he sees and hears. The country boy's education needs the finish which comes from system. But what is wanted, is not the city system carried out to the cross-roads, which would be as unsuited to the place as would be the complex and costly civilization of New York city, transported to the depths of the Adirondacks. The school system of the country must grow like the shell of

the soft-crab,—out of itself. The young David could do better fighting with his pebbles and sling, than with the harness of Goliath. Freedom, hard work, and self-help, are among the first laws of country life. The young lion must not be caged; he must hunt his food; and thus grow strong.

But, unquestionably, there is too much wild life in our country schools, and they must be harnessed into something like systematic work before they can properly be classed among educational institutions. Now too often the boy rules the teacher; if he does not, his "daddy" does. Bud will not be put back ten pages in the Second Reader in order to form a class;—he'll fight first. Sissy having reached Long Division with the last teacher, does not want to go over "hard old" Multiplication ever again; and mother says she musn't either. Polly brings Pike's Arithmetic, Sam brings The Death of Abel, and little Joe brings no book at all. "Money is mighty hard to get; you must try to work along till times get better." The widow Smith, that is the weak-eyed teacher, must not offend *any* body, because those little children at home must have bread. Dick Morrison, the teacher up Stony Run, isn't afraid of anvbody, he storms and larrups and works,—Oh how he works!—he hears eighty-five lessons a day; and they say he is a splendid teacher, because he believes "lickin' and larnin' go together."

Now can all this be cured? Yes. Can Jerry Applejack and Sukey Swingskillet be made to know their places, even where their own brats are concerned? Yes. Can little Joe be made to bring a book, and the right book? Yes. Can order, civility, and system, be made to reign in the "bear-garden' up the hollow? Yes. Can the eighty-five recitations be reduced to one-fourth the number? Yes. And as good work be done? Yes, far better! How? That little word asks a large question,—too large to be answered to-day.—*N. E. Journal of Education.*

EDUCATIONAL REPORT.

During the Centennial Exhibition numerous friends of education expressed a strong desire that the data there available for a comprehensive report on that subject should be thoroughly utilized. But since the plans of the commission did not include full reports upon

any of the 28 groups of the Exhibition, the appeals of educators and of educational associations in this behalf proved unavailing. Toward the close of the Exhibition, however, the Foreign Commissioners, many of whom are zealous friends of education, took up the matter, and finally united in a formal appeal to Dr. John W. Hoyt, author of the official report on education in connection with the Paris Exposition of 1867, requesting him to undertake the preparation of a "general report on the recent progress and present condition of education in all countries." They offered a liberal fund to meet the expenses incidental to its preparation, no doubt being felt that the Centennial Commission or the Government of the United States would provide for its publication.

This notable request, signed by the acting chiefs of all the foreign national commissions, and sustained by like appeals from the judges of the educational group, and from other high sources, met with an affirmative response. Dr. Hoyt has received from the National Commissioner of Education, and from other Government officials, the offer of facilities not elsewhere available, and is now in the city engaged upon the work. Dr. Hoyt possesses special qualifications for such a task. He was President of the International Jury for Education at the Vienna Exhibition, and Secretary and finally acting Chairman of the Board of Judges for Education and Science at the Centennial Exhibition of 1876. Besides, he has lately made a third very extended special tour of both Europe and America, his investigations embracing the whole field of education.—*Washington Correspondence New York Tribune.*

A good deal of the success of a teacher depends upon the *manner* in which questions are proposed. Perhaps the most important requisite under this head is *animation.* Slow, dull, heavy questioning wearies children, and destroys their interest in a lesson. It is by a rapid succession of questions, by a pleasing and spirited manner, by dextrously challenging all who seem inattentive, and, above all, by an earnest feeling of interest in the subject, and of delight in seeing the minds of his scholars at work, that the teacher will best kindle their mental activity, and give life and force to his subject.—*Michigan Teacher.*

HOW THE NEWS COMES UNDER SEA AND OVER LAND.

"Where's Akyab, papa?"

"I really can't say. The name has an oriental sound. Perhaps it's somewhere in Asia. But why do you ask?"

"It says here in *The Post*," Fred replied, looking up from the evening paper, "that a British steamer from Liverpool to Calcutta was lost to-day off Akyab, and I wondered where that might be."

"Can't you find it on the map?" I asked, seeing that he had one before him.

"No. I've looked all along the coast from Liverpool clear around Africa——"

"Africa!" I exclaimed, interrupting him. "What part of Africa?"

"Why, all along both sides, around Cape of Good Hope, and——"

"Don't you know that steamers do not go that way any more?"

"Why not?" Fred asked in surprise.

"It's too far."

"But how else can they go? Not around Cape Horn, surely; that's still farther."

"You seem to have forgotten the new short cut to the East by way of the Suez Canal."

"Sure enough! I never thought of that. I'll look again."

After hunting a long time Fred gave it up, saying: "It can't be on the map. I've looked carefully all the way from Gibraltar through the Mediterranean and the Red Sea, and around Arabia and India clear to Calcutta; I'll get the big atlas."

"Let me see yours first," I replied. Then after going over the course, I said, "I think this must be the place, here on the coast of British Burmah."

"But how would the steamer get away over there?"

"Driven out of her course, probably, by the storm that wrecked her. That Bay of Bengal is a terrible place for storms. Only a few weeks a ago a cyclone swept over that region, driving the sea over the low country at the head of the bay, and drowning more than two hundred thousand people."

"I shouldn't like to live there," Fred remarked, turning to his paper again.

"When did you say the vessel was wrecked?" I asked, rather amused at his indifference.

"Sometime to-day! the dispatch is dated Akyab, *Nov.* 15th."

"Sometime to-day! And it never occurred to you that there's anything remarkable in getting news the same day of an event which happened on the further side of the globe?"

"Not by telegraph," the boy replied with the utmost frankness.

He never knew what it was not to have the telegraph, so he takes its marvelous results as a matter of course! When I was a boy it was something remarkable to hear the same day of what happened in the next town, five miles off. That's the way the world goes; the miracle of to-day is the commonplace of to-morrow. I was about to say something of the sort to Fred, who seemed to be looking at the map in a careless sort of way, when he said, "By the way, why don't the map makers put down the telegraph lines—at least the main ones?"

"It is only a little while since there was such a thing as a telegraph line," I replied, "and the map makers have not learned yet to appreciate the importance of them. Would you like to know where they run?"

"Very much," Fred replied, "though to tell the truth I never thought much about them before. I think it would be interesting to know how the news comes."

"Take your pencil, then, and make the lines as I point them out. We might begin with the dispatch from Akyab, that has had such a long way to come."

"Here's the place, on the coast of British Burmah. The nearest great commercial centre is Calcutta, which is in telegraphic connection with all the principal cities of Father India by means of an overland line to Maulmein. The news probably came first to Calcutta, and from there across the country to Bombay. From Bombay to Aden is a submarine cable across the Arabian Sea, in fact two of them, for a second line has just been laid; and another cable runs lengthwise of the Red Sea to Suez."

"Not so fast, please; give me time to mark the lines."

"After taking these long dives, over four thousand miles in all," I continued slowly, "the news passed over land to Alexandria, then

plunged under the Mediterranean to Malta; thence under the sea again to Marsala, Sicily; then took another long swim to Gibraltar, thence by cable around to Lisbon, and from Lisbon under the Atlantic again to Falmouth, England. Taking land again it passed to Liverpool by the way of London, probably then dove under the Irish Sea to Ireland, which it crossed without a rest, then plunged under the Atlantic, following one of the three cables from Valentia to Heart's Content, Newfoundland, or the opposition cable to Tor Bay, Nova Scotia, thence along the coast overland to Boston and New York."

"What a journey to make in one day! But I didn't know there were so many cables under the Atlantic."

"There's still another one: the French cable, from Crest to St. Pierre, and thence by sea to Duxbury, Mass; but I didn't speak of that, as the news was English news. Have you marked them down?"

"I don't know where to put them," said Fred.

"It will be near enough to draw three lines side by side and close together from the Southern point of Ireland to the Eastern point of Newfoundland, just north of St. Johns; and another south from Ireland to the northern point of Nova Scotia. The French line runs straight across to St. Pierre, in the Gulf of St. Lawrence, and then curves round to Duxbury. A new company in Baltimore has just been formed to put down three more Atlantic cables, but their position has not yet been announced.

"That will do for the Atlantic, though while you are about it you may as well mark another line from Lisbon to Falmouth, for there are two, and another from Falmouth to Santander, Spain, across the Bay of Biscay."

"Are there any more lines from England to the continent?"

"Yes! fifteen or sixteen; across the English Channel to France, Belgium and Holland, and across the North Sea to Denmark and Norway.

"And there are a great many more in the Mediterranean than the one you have marked; three lines from Alexandria, two by way of Candia and the Isles of Greece, and one to Otranto, Italy; besides several lines connecting Marseilles, France, with Africa, and the Belearic Islands, Corsica and Sardinia."

"Does the war news from Turkey come through the Mediterranean cables?"

"Some of it by way of Greece, thence by the deep sea cables through Gibraltar and the Atlantic, or else overland through Italy, Switzerland, and France; but generally it takes one or other of the more direct routes, by way of Vienna. Western Europe is a perfect network of telegraph lines."

"I should think it would be nearer to India, overland, too," said Fred.

"So it is, and there are several such lines through Russia and Persia, and through Asia Minor. The most direct is by way of Brussels, Munich, Vienna, Constantinople, Diarbeker, and Bagdad, to the head of the Persian Gulf, and thence by cables to the mouth of the gulf and around to Kurachee at the mouth of the Indus; or overland from the gulf through Beloochistan to the same point. From Kurachee a line runs to Hyderabad, and around to Calcutta by way of the Punjaub and the Valley of the Ganges. Another line follows the the southern course to Bombay, Mysore, and around the point of the Peninsula to Madras, which is also connected with Bombay by way of the Decan. From Madras a cable stretches across the Bay of Bengal to Penang in the Straits of Malacca, and another runs from there to Singapore, at the end of the malay Peninsula."

"Down," said Fred, making the lines with his pencil.

"Now draw a line from Singapore southward to Batavia, the capital of Java. An overland line runs the entire length of the island to Banjoewangie, from which point to Port Darwin, Australia, is a cable which touches at Koepang on Timor Island. From Port Darwin a line traverses the deserts of Central Australia to Adelaide, South Australia, where the main line forks, one branch running to Melbourne, and from there by cable to Tasmania; the other to Sydney, New South Wales, whence a cable extends to Picton and Wellington, New Zealand. Thus the great English Colonies of that distant quarter are brought into quick communication with the mother country and the rest of the world. From Singapore another great telegraphic system brings us into close connection with China and Japan. Draw a line from that city across the Gulf of Siam to Saigon, Cochin China; extend it across the China Sea to Hong Kong, and again to Amoy and Shanghai. From Shanghai a cable crosses the Yellow Sea to Nagasaki, Japan, which is joined to Yokohama and Yeddo b

cables around the southern and western shores of that Empire, and with Wladiwodstock by cable across the Sea of Japan. Wladiwodstock is the southern terminus of the Russian line across Siberia, a line traversing the entire breadth of Europe and Asia, nearly a third of the distance round the globe!

"Surveys have been made for a cable across the North Pacific by way of the Sandwich Islands, to San Francisco, and before many years probably the girdle of the earth will have been completed that way."

"I'll mark that down—when it is finished," said Fred, demurely. "That's all the cables there are, I suppose."

"By no means. We have said nothing yet of American lines; we have some very important ones."

"Oh," said Fred, "telegraph lines run everywhere here, and it would be an endless job to mark them all down. I may as well put down the cables, though."

"Well I saw a bit of South America news not long ago, which came to us by way of Lisbon; how do you suppose that happened?"

"I'm sure I can't imagine—not if it came all the way by telegraph."

"Take your pencil then and mark a line from Lisbon to Pernambuco, South America, touching at Madeira and Cape de Verd Island. There's Pernambuco at the extreme eastern point of Brazil. Now draw a sea line south to Bahai and Rio Janeiro, and extend it to Buenos Ayres, touching at Santos, S. Catharina, Rio Grande do Sul, and Montevideo. Buenos Ayres is united overland with the Argentine cities and Paraguay, and also with Valparaiso on the Pacific Coast. From Valparaiso lines run North and South to all the cities of the coast as far as Payta,Peru, a cable system connecting Calderia, Iquique, Arica, Islay and Callao. Some years ago a cable was laid between Northern Peru and Panama, but it proved a failure, from imperfect construction; so all the dispatches from that quarter have to come now by the roundabout way of Valparaiso, Buenos Ayres and Pernambuco. Formerly they had to cross the Atlantic twice before reaching us; but now they can also come through a system of cables by way of Para, Cayenne, Demarara, Trinidad, St. Croix, Jamaica, Cuba and Florida. From Trinidad there is another cable line connecting all the Windward Islands with Porto Rico and Ja-

maica, from which another line runs across the Caribbean Sea to Aspinwall. From Jamaica a cable crosses to Santiago de Cuba, which is connected with Havana overland, and also by cables touching at Cienfuegos and Batabano. From Havana two cables run to Punta Rassa, Florida, touching at Key West. You won't find Punta Rassa on the map; its merely a telegraph station on the coast. Dom Pedro, Emperor of Brazil, who is now in Europe, and who has been absent from his empire for many months, is in daily communication by telegraph with his daughter and her advisers in Rio Janeiro. His counsel and directions are as promptly sought and obtained as though he were within a few miles of his capital. I guess that will do for one lesson," I concluded, as supper was announced.

"I should say so!" Fred replied, enthusiastically.

"I tell you what, papa! it's my turn Monday to give a lecture to our geography class, and I'll just astonish the boys with something they won't find in the book."

"I think a talk about telegraphs would be exceedingly interesting to them—if you do it well," I replied; and then we went to supper.—*Adam Stwin in the Christian Union.*

EDUCATIONAL QUALIFICATION FOR SUFFRAGE.

[After the recent results of an ignorant suffrage in certain Southern States and Northern cities, and in view of the recent recommendations of President Grant, and the quite general disposition to discuss the suffrage question, the following views of John Stuart Mill, taken from his "Considerations on Representative Government," will be found of much interest and value.—EDS.]

Independently of all these considerations, it is a personal injustice to withold from any one, unless for the prevention of greater evils, the ordinary privilege of having his voice reckoned in the disposal of affairs in which he has the same interest as other people. If he is required implicitly to obey, he should be legally entitled to be told what for; to have his consent asked, and his opinion counted at its worth, though not at more than its worth. There ought to be no pariahs in a full grown and civilized nation; no persons disqualified except through their own default. Every one is degraded, whether aware of it or not, when other people, without consulting him, take

upon themselves unlimited power to regulate his destiny. And even in a much more improved state than the human mind has ever yet reached, it is not in nature that they who are thus disposed of should meet with as fair play as those who have a voice. Rulers and ruling classes are under a necessity of considering the interests and wishes of those who have the suffrage; but of those who are excluded, it is in their option whether they will do so or not; and, however honestly disposed, they are, in general, too fully occupied with things which they must attend to to have much room in their thoughts for any thing which they can with impunity disregard. No arrangement of the suffrage, therefore, can be permanently satisfactory in which any person or class is peremptorily excluded — in which the electoral privilege is not open to all persons of full age who desire to obtain it.

There are, however, certain exclusions, required by positive reasons, which do not conflict with this principle, and which, though an evil in themselves, are only to be got rid of by the cessation of the state of things which requires them. I regard it as wholly inadmissible that any person should participate in the suffrage without being able to read, write, and, I will add, perform the common operations of arithmetic. Justice demands, even when the suffrage does not depend on it, that the means of attaining these elementary acquirements should be within the reach of every person, either gratuitously or at an expense not exceeding what the poorest, who can earn their own living, can afford. If this were really the case, people would no more think of giving the suffrage to a man who could not read, than of giving it to a child who could not speak; and it would not be society that would exclude him, but his own laziness. When society has not performed its duty by rendering this amount of instruction accessible to all, there is some hardship in the case, but it is hardship that ought to be borne. If society has neglected to discharge two solemn obligations, the more important and more fundamental of the two must be fulfilled first; universal teaching must precede universal enfranchisement. No one but those in whom an *d priori* theory has silenced common sense will maintain that power over others, over the whole community, should be imparted to people who have not acquired the commonest and most essential requisites for taking care of themselves—for pursuing intelligently their own interests, and those of the persons most nearly allied to them. This argument, doubtless,

might be pressed farther, and made to prove much more. It would be eminently desirable that other things besides reading, writing, and arithmetic could be made necessary to the suffrage; that some knowledge of the conformation of the earth, its natural and political divisions, the elements of general history, and of the history and institutions of their own country, could be required from all electors. But these kinds of knowledge, however indispensable to an intelligent use of the suffrage, are not, in this country, nor probably any where save in the Northern United States, accessible to the whole people, nor does there exist any trustworthy machinery for ascertaining whether they have been acquired or not. The attempt, at present, would lead to partiality, chicanery, and every kind of fraud. It is better that the suffrage should be conferred indiscriminately, or even withheld indiscriminately, than that it should be given to one and withheld from another at the discretion of a public officer. In regard, however, to reading, writing, and calculating, there need be no difficulty. It would be easy to require from every one who presented himself for registry that he should, in the presence of the registrar, copy a sentence from an English book, and perform a sum in the rule of three; and to secure, by fixed rules and complete publicity, the honest application of so very simple a test. This condition, therefore, should in all cases accompany universal suffrage; and it would, after a few years, exclude none but those who cared so little for the privilege that their vote, if given, would not be an indication of any real political opinion.

STATE UNIFORMITY IN MINNESOTA.

[Hon. H. B. Wilson, ex-State Superintendent of Minnesota, was a member of the Senate of that State during the recent legislative session. He strongly opposed the monopoly text-book bill, against which he made an admirable speech. With the frustrated Wisconsin school book scheme fresh in memory, we commend the following extract from that speech as most interesting, suggestive and profitable reading. No class of "the people" should more thoroughly understand the animus of these kindred measures than teachers.—EDS.]

At the beginning of the present session of the Legislature I had several conversations with Senator Donnelly upon the subject of devising some plan for reducing the price of our school-books. I also

talked with Mr. D. D. Merrill freely upon the same subject. I wrote to one of the leading publishing houses of the country to obtain information in regard to the rules of the School Book Board of Trade. I received a long and very frank letter in reply, giving the information asked for, viz: why the price of school books is so high? and what could be done to make them cheaper? In the answer to my letter there was a printed pamphlet containing the constitution and by-laws of the Publishers' Board of Trade. I read the letter to Messrs. Donnelly and Merrill. I also gave them the printed pamphlet to read. I then sat down to draft a bill to carry out the purpose I had in view, viz.: the cheapening of the price of school books. I wrote five sections of the proposed bill; I got the books into the State, in the bulk, at much cheaper rates than we were paying for them. I had them in the office of the State Superintendent. I then went to work to devise a plan to distribute them among the pupils of the State. The more I thought over the matter, the more I became convinced I had an elephant on my hands. The difficulty of carrying the plan into execution, in detail, I have partially enumerated in this speech. It is sufficient to say that after bestowing much thought upon the matter, I abandoned it as utterly impracticable. I then concluded to introduce as a substitute for my bill, and the next best thing, H. F. No. 325, which has been printed and is now on the members' desks. This bill leaves the whole school book matter just where it ought to be left, in the hands of the people of each district, town, city, village or borough, to select, and purchase their own books, if the legal voters so elect, and instruct the school authorities to purchase them, and sell them to their school children at cost.

The authorities of any city or township can go into the city of Chicago, and purchase Clark's Grammars, or Cornell's Geographies, or Robinson's Arithemetic's just as cheap as Mr. Merrill can; and I can not see why they should not be allowed to do so, if they so desire. They can afford to retail the books to the pupils of the district just as low, or lower, than this bill proposes to furnish them. The high price of books does not result from the rate they are furnished to the book trade by the manufacturer; for they sell them at 40 per-cent. below their wholesale prices; they are high priced because the retailer demands such an immense profit. Now, Mr. Merrill has been for many years a school-book jobber. He has sold more books to the

retail trade of Minnesota, perhaps, than any man in the State. He has always purchased the books in use in the State, 40 per cent off of published prices. He has done more by his influence to keep up the price of school books to their present high standard, than any other five men in the State. Now, the friends of this bill, tell us "he is the first and only man who has stepped forward and offered to furnish cheaper books." Has any other man ever had the chance to bid for furnishing cheaper books? When the friends of this bill were asked to permit an amendment to it providing for competition in bidding for the first job, it was promptly voted down. No chance has ever been offered by the State for competing bids, to ascertain who would furnish an acceptable series of school books to the State, for a series of years. Hence, there is no justice in the assertion "that Mr. Merrill is the only man who has offered to furnish cheaper books."

This bill, nothwithstanding its many objectionable features may pass. There has been much lobbying in its interests. It is strongly intimated that every possible combination has been made with members of this House to secure the certainty of its passage. It is intimated that gentlemen representing the different railroad interests have been approached and promised support for their measure, if they will support the text-book bill. Members of the Senate have circulated freely amond the members of this House, for several days, earnestly urging the latter to vote for this bill. Both of the newspapers of this city appear to favor it. Now, I do not charge that these newspapers expect any of the "hams." I do not believe they do; but somehow they have honestly come to believe there is virtue in this proposed legislation, in regard to school text-books. But from the very nature of things, owing to the lack of experience on school matters, newspaper editors cannot be as well qualified to judge wisely in reference to the details of school matters, as one who has spent his whole life in studying the problem of education. They may be honest in their convictions, in reference to the best policy to be pursued in conducting a school system. They are unacquainted with all the conditions that enter into the solution of this problem.

In Michigan a severe punishment was accounted for by "an undue appreciation of the thickness of the boys' pantaloons."

OFFICIAL DEPARTMENT.

OPINIONS.

SCHOOL DISTRICTS.

Q. If by division, a town line runs through a district, does it require any action of the supervisors of the town to render it a joint-district?

A. No, it *becomes* a joint-district as soon as it is embraced in two towns.

Q. What is the proper evidence of service of due notice of the first meeting of a new district?

A. The person serving the notice should make return by naming all persons to whom he read the notice, and all for whom he left a copy, and his return should be recorded at the first meeting.

Q. In case of a proposed alteration of a district, what is proper evidence of a due service of notice thereof, upon the clerks?

A. An admission of service, endorsed on the original draft of the of the notice would be sufficient. If this was refused, the supervisor or other person serving the notice could certify to the fact, on the same.

Q. The state superintendent decided on appeal that this district should not be divided, but the town board intend to divide it, nevertheless. Is there any way to prevent it?

A. Perhaps an injunction could be obtained. If a division is proposed of an entirely different kinds it may possibly be justified—for instance if some territory is added as well as taken off; but the same action that was set aside must not be repeated, while essentially the same state of facts remains.

Q. Our district having been formed, from another, and an award made of our proportion of the value of the property, nothing more has ever been done. Have we any remedy?

Yes, the action required of the supervisors in sections 12, 13 and 14, can be enforced by *mandamus*. The award should be certified to the district clerk.

Q. Must not special meetings be called at 7, P. M., the hour fixed by law for annual meetings?

A. The law does not so prescribe, but that the notice should "state the *time*, place and object of the meeting."

Q. Can the school-term decided on at an annual meeting be changed at a special meeting?

A. Of course it can if the majority wish it, but a contract with a teacher, if made, cannot thus be changed without his consent.

Q. If a district votes that the board hire an unqualified teacher, and the board does so hire, and pay such teacher out of the district funds, does that preclude prosecution for violation of the law?

A. Not at all. The district can in no way make that lawful which is unlawful.

Q. The town clerk levied a tax on this part of the district at three cents instead of two cents on the dollar, as in the other part. How shall we get it back?

A. If it was a mistake it should be rectified voluntarily. If this is refused, there is no legal remedy, unless there was a fraudulent intention. Was it not on the ground of an equalization of the tax, as provided for in section 75?

POWERS OF THE SCHOOL BOARD.

Q. Can the board buy books and levy a tax to pay for them?

A. The board has no such power. The district can authorize the board to buy, and can raise money to pay for them.

Q. May a teacher be discharged for drunkenness, without waiting to get his certificate annulled?

A. Most certainly; the board should not retain him for a single day after evidence of a habit of drunkenness. It might not be necessary to dismiss a man who accidentally or incautiously became intoxicated for once, nor to annul his certificate.

Q. Can a board legally give leave to a teacher to teach on a holiday?

A. There is no penalty for doing it, but it is against public policy. The day counts for both district and teacher. It would be illegal to make it count two days, by having school.

Q. Can a lost day be made up by having school the next holiday, by consent of the board?

A. Not legally, for the reasons above given.

RIGHTS OF TEACHERS.

Q. Since my contract is to teach the school of this district, am I obliged to teach foreign scholars? I hold not.

A. The school of any district may legally embrace foreign pupils, also pupils over 20 years of age. The teacher, under his contract, must teach all that the board admit, unless the contract makes some special conditions. If a dozen large scholars leave, the teacher does not expect to receive less wages.

Q. Is a teacher obliged to teach children under four years of age?

A. Custom allows their presence, and expects them to be taught, if allowed to attend. If they deprive children of school age of proper attention, the board should see to it. It would not be well for the teacher to complain, if there is time and room for them. He could not demand extra pay.

Q. Can a teacher, whose certificate is annulled, continue to teach lawfully, if he takes an appeal?

A. It is not improper that he continue, the board desiring it, it being distinctly understood that the effect of so doing is determined by the decision on the appeal. If the appeal is sustained, the teacher's rights are all sustained.

Q. Have orders in favor of teachers a preference in case of scarcity of funds?

A. Your question implies that your funds are not kept separate. Teachers should be paid out of the money raised and received for that purpose. If the law is disregarded, and all is in one common fund, ordinarily it would be well to pay the teacher first of all.

Q. Is a teacher obliged to teach physical geography, when he holds only a third grade certificate?

A. He is hired to teach the school, and if a few large scholars wish to recite in that study, with the approbation of the board, he should do the best he can. Of course no complaint could be made because he might not appear to be very well versed in it himself.

MISCELLANEOUS.

Q. Are not school officers who hire a teacher without a certificate liable to removal?

A. School officers may be removed for neglect of duty. Illegal hiring and paying may be reached under Sections 136 and 134.

Q. Can a treasurer pay a teacher out of some other fund, there being not enough in the fund for teacher's wages?

A. Money collected or received for a distinct purpose, must be kept

for that purpose. There is a severe penalty for the violation of this requirement, (Rev. Statutes, chap. 19, sec. 174). Money left over, say after building, may be applied by the district to some other purpose.

Q. The parents of half the children object to the teacher's reading out of the testament, because it is not like theirs. What shall be done?

A. She might offer to read half the time out of the other.

Q. Can any one attend school free, except those of school age?

A. Not unless the law so provides, as it has done (at the last session) in regard to certain persons of foreign birth, between 20 and 30 years ot age.

Q. Is "Decoration Day," or the day of spring election, a legal holiday?

A. No, the legal holidays are Jan. 1, Feb. 22, July 4, Dec. 25, the day of General Election, and such Thanksgiving and Fasting days as may be appointed by national or state authority.

Why is the JOURNAL OF EDUCATION addressed to the clerk particularly?

A. He is authorized by law, to subscribe for it, but it should be understood as designed for the equal benefit of all the board. It should be bound and put in the district library, at the end of each year.

Q. How is the tax to pay the county superintendent assessed, on the basis of the number of school children in each town, or on the assessed valuation of property? In this county the tax seems unequal.

Q. Upon the latter, of course, there being no other basis named, and the Constitution requires that "the rate of taxation shall be uniform," in all cases.

Q. Is there any particular form, for an order of condemnation of a school-house.

A. None has ever been printed in the code, for the reason perhaps that condemnation so seldom takes place.

A new edition of the School Code has just been printed, and will soon be distributed to all town and district clerks.

CORRESPONDENCE.

GRAMMAR.

[We ask critical consideration of the following and invite answers. There are involved some nice points undreamed-of by many teachers.—EDS.]

MADISON, April 28, 1877.

EDITORS JOURNAL.—I would be greatly obliged to have answers to the following: In the sentence—"I give such facts as have a bearing on the case."—

1. What part of speech is "as," and why?

2. What kind of a clause is the one introduced by "as," what does it modify, and why? Respectfully, INQUIRER.

EDITORS JOURNAL:—Allow me to give my method of parsing the sentence "What time he took orders doth not appear," given by W. J. in the April number. I think the clause "What time he took orders," is the subject; "doth appear," the predicate, modified by the modal adverb *not*. Greene is my authority. Is he not considered one of our best grammarians? C. A. M.

[Greene is good authority. A phrase or sentence may be the subject of a sentence.]

SAINT PAUL, Minn., May 5th, 1877.

EDITORS JOURNAL EDUCATION:—As you invite analysis of the sentence, "What time he took orders doth not appear," I submit the following:

It is a complex sentence. The clause, *What time he took orders*, is the subject of the principal proposition; *doth appear* is the predicate, modified by *not*. In the subordinate proposition, *he* is the subject; *took orders* is the predicate, and *took*, the verb, is modified by the phrase (*at*) *what time*.

In answer to the question, *what* doth not appear?, it seems to me there is but one answer, viz: "What time he took orders."

But I am aware that this will not be a "*convincing*" statement, as W. J. and "the author of the Grammar," are already fully persuaded.

Yours respectfully, H. W. SLACK.

GEOMETRICAL PROPOSITION.

[We gladly print the following, commending it to geometrical students. The proposition is a very neat one, and if not found in any text-book is certainly worthy of a place in one. We invite solutions.—EDS.]

PLYMOUTH, Sheboygan Co., Wis., May 5, 1877.

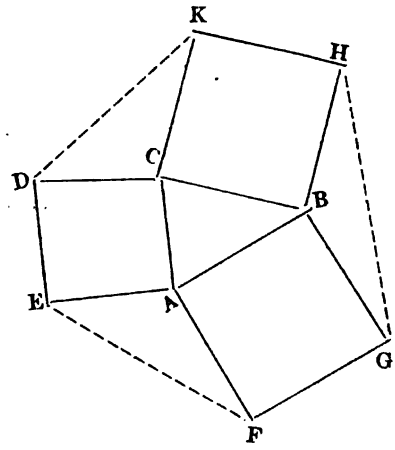
EDITORS JOURNAL:—Inclosed herewith you will find a geometrical proposition which I would be pleased to have placed before the readers of the JOURNAL. It was given me by Mr. Stephen Littlefield of this county, with whom it is original; at least he has never been able to find anything of the kind published, and nothing of the kind is hinted at in any geometry that I have seen.

The demonstration I have obtained for it is different from the one obtained by Mr. Littlefield himself. A good general enunciation is quite difficult to secure, but the particular enunciation will be easily understood. My object in placing it before the teachers is not only to secure the best demonstration, but to learn if it has been heretofore published.

Until proof of its previous existence shall be obtained, I shall denominate it

LITTLEFIELD'S PROPOSITION

Theorem. If upon the sides of any plane triangle squares be formed, and the angles of these squares not adjacent to the triangle be connected, two by two, by straight lines; then will the sum of the squares on these connecting lines be three times the sum of the squares on the sides of the triangle.



Let A B C be any triangle, upon the sides of which are constructed the squares A G, A D, and B K. Then will the squares formed on the connecting lines E F, G H, and D K be three times the sum of the squares A G, A D and B K, i. e.,

$$\overline{EF}^2 + \overline{GH}^2 + \overline{DK}^2 = 3\ \overline{AB}^2 + 3\ \overline{AC}^2 + 3\ \overline{BC}^2.$$

Respectfully, WARREN J. BRIER.

GEOGRAPHY.

Permit me to ask if it is quite correct to say that Marquette discovered the Mississippi in 1673, when history informs us that De Soto discovered it in 1541, and was buried in its waters? Yet such a statement is found in the "Historical Notes of Wisconsin," embodied in the authorized version of the constitution furnished to our schools by the state. Would it not be better to say that Marquette discovered the upper waters of the Mississippi? C. A. M.

[The criticism as to Marquette is proper—and yet he was a discoverer of the river; only he was not the first white man to make a discovery of what is called the Missis-

sippi. Columbus discovered America but was not the first European to do so. But, in point of fact, the *stream* which Marquette and Jolliet discovered is not the same one which De Soto discovered; it is only the principal tributary of the main river—the Mississippi-Missouri. The Geographies are all wrong, and won't reform.—EDS].

LENGTH OF DAYS.—A correspondent asks for an explanation of the rapid increase of the length of days, beyond the arctic circle:

Please answer through your JOURNAL the following questions: Is there any reason which will explain the rapid increase of the length of the days and nights from latitude 66°, 32′ (polar circle) to latitude 67°, 19′; the days at the former being twenty four hours, while at the latter they are one month. It seems to me that between all the other points, mentioned in geography, the increase of the days and nights from the equator towards the poles is more gradual than at this, and I have not met with any facts that would explain this irregularity. H. J. H.

FREE TEXT-BOOKS.

EDITORS JOURNAL:

The more I reflect on the "Free text-book law" passed a year ago, the more am I impressed with the belief that it is sound in principle and a wise measure. Whether it is sufficiently guarded in its provisions, I cannot say, not having a copy to which I can refer.

Assuming that it is sufficiently guarded and restrictive, I am of opinion that it is the cheapest method by which schools can be furnished with text-books. But I would have them free to all pupils except such as preferred to own their books. I believe the schools in this city could, in the long run, be furnished with text-books, paper, slates, and all school material, at fifty per cent. of what they now cost, if not at less than that even. The books, etc., could, no doubt, be bought at thirty or forty per cent. discount, and then, as they would be the property of the Board, and would be under their control, they could be made to last nearly twice as long as they now do.

Slates are furnished the Primary Departments of our schools by the Board, and I am confident that a far less number are broken in the course of the year than when the pupils furnished their own slates. Every pupil has a slate and all the slates in the room are of the same size.

I think, too, that if text-books were perfectly free, a large amount of scolding and fretting on the part of parents when books are called for would be done away with in a moment, and I have no doubt much ill feeling against teachers, now existing, caused by requiring parents to furnish school material, would cease to exist, and the charge of constant change of books would be heard no more. Uniformity would be secured under such an arrangement and the schools would be really free schools. It seems to me that for the Board to own the books and furnish them freely to pupils would be a wiser measure and would cause less ill feeling against boards and teachers, than for the board to sell them to the pupils.

I am very truly, your obedient servant, B. M. REYNOLDS.

LA CROSSE, Wis., April 30, 1877.

EDITORIAL.

A WORD TO OUR READERS.

We started out at the beginning of the year with a determination to make the JOURNAL more useful and interesting to teachers and school officers than ever before. We wished to doubly justify the almost unanimous desire of Wisconsin educators that it should retain its individuality and continue a militant power for the benefit of home interests. That we have to some extent succeeded, the five numbers of the present year, now issued, are, we trust, satisfactory evidence. We believe that no five consecutive numbers ever before in the history of the publication, contained so much of practical value and interest to educational workers.

That our efforts are appreciated, and the present value of the JOURNAL understood, many kind words, both oral, and written clearly prove. Those coming with voluntary individual subscriptions, from intelligent thoughtful men, are perhaps the best evidence. These, we are also gratified to say, are not confined to residents of the State. Probably never before were so many copies of the JOURNAL sent to subscribers out of Wisconsin.

We write those words in no spirit of egotism but simply to remind our readers that the pages sent to them monthly are worth reading and deserve at least twice the circulation they now have. If the admirable articles of Professors Rankin, Beach, Salisbury, Lawrence, Earthman, Rockwood, Allen and others; if the valuable Reports we have this year published; if the accomplished and attempted legislative measures, fully printed or explained; if the numerous and carefully prepared official "opinions," in answer to questions constantly arising and perplexing school officers,—if these are adapted to interest and instruct the teacher or officer who takes the JOURNAL, they are equally adapted to benefit the one who does not take and read it. With 2,000 subscribers the JOURNAL is wielding only half the influence and conferring only half the benefit it would with 4,000 subscribers. And 4,000 Wisconsin ought to furnish.

We respectfully ask each of our readers to review the five numbers of the present year, and see if they alone are not worth the trifling amount of the whole year's subscription, and then to send us the additional subscriber—teacher or district officer—to whom he knows the JOURNAL would carry the same profit as to himself. To speak a good word for the "home organ" and to enlarge its influence, we hold to be the duty of every one of its subscribers who finds it of value to himself.

We call attention to the contents of the present number. The report on "Oral and Text-Book Instruction," written by President Albee, should be thrice read by every teacher. It contains important truth, clearly and effectively expressed. Mr. North's report on "Teachers' Examinations" should be carefully read and pondered. Are not his positions based on the solid rock? Prof. Emery, in the report of his committee, touches upon some of the gravest educational problems of the day; and who can say his resolutions do not indicate the wisest solutions? An anonymous contributor has some good ideas on "State Certificates."

Among the selected articles, "Cheap Colleges," "The New Education in England," "Management of Country Schools," "An Educational Qualification for Suffrage," and "How the News Comes," are of much more than ordinary interest. To the last two we call particular attention. The suffrage question is discussed by one of the most eminent of modern philosophers, and in the spirited dialogue concerning telegraphic cables a teacher can find two or three exceedingly interesting and useful lessons for his geography classes. Indeed, the information in the latter article will be prized by teachers for its own sake, as well as for its pedagogic uses. Much of that information will be a surprise to them, as it was to us.

Then look over the four pages of official answers to questions. There would seem to be something there of use to every one. The new department of "Correspondence" — an experiment that has been so thoroughly approved that we shall permanently continue it—has its usual variety, and nothing, we think, unworthy of perusal. As the lighter bits of information and comment in the "Notes" will be read first of all, to them we need not call attention.

We hope to make the JOURNAL better and better every month. Give us the encouragement of good words, renewed and additional subscriptions, and contributions to its pages.

TEST OF ABILITY TO TEACH.

Without any fault of those in charge of the matter, the ordinary process of the examination of teachers, so far as the attempt to ascertain their ability to teach a school is concerned, is often most unsatisfactory in its results. This is more particularly true in reference to teachers for the summer schools. These schools are almost wholly taught by young women. The wages paid are often very small. The service expected is not very difficult, being merely to hear the children read and spell, with a little geography and arithmetic, probably a feeble essay at grammar, and some not very brilliant attempts at writing. Of course it would be greatly to the advantage of these schools to have the best teachers, but it is not expected that any person of much experience or reputation as a teacher, or who demands any considerable compensation, will seek such schools. They are mostly taught by girls in their teens, who have had little or no advantages beyond what the district school furnishes, with the exception now and then of a term or two at some higher school. This is more especially true of the newer parts of the State, and the "back districts."

The process of examination determines rather the scholarship of the applicant than her ability to teach a small summer school with fair success, and the people, who judge only by the work done, feel that there is a wrong somewhere when one candidate who has succeeded well in teaching, but fails in her papers, is therefore rejected, while another gets a certificate, and yet is known to be a comparative failure in the schoolroom. This phase of the matter is illustrated by some notes taken by a county superintendent in another State in days gone by, in regard to each teacher licensed and employed within his jurisdiction:

"*Town of Harrison*, Sub-district No. 1, Miss H—— P—— teacher, age 25; licensed April 10. Has taught three summers; was at —————— Seminary three years; passed a good examination, and received a 2d grade, averaging 8, but could

seldom go beyond the books. Has read little but novels and poetry. Lacks general information, and is little interested in the topics of the day. Ideas of teaching meager and mechanical. Excels in writing, and reads pretty well, but in a rather affected way. Visited school June 4; 37 scholars enrolled; 19 present; average attendance, 22, but diminishing. Exercises except singing mostly lifeless and mechanical. Admits that she does not like teaching. School-room tastefully adorned, writing good, and interests the pupils. Art of teaching, 4."

Same town, Sub-district No. 3, Miss K——— B——— teacher, age 16, her first term. Has attended only district school and that not very much. Has learned thoroughly as far as teachers could go, and further, but not yet through the common branches. Could therefore mark her but about 5, on average. Excellent in arithmetic. Exhibits great natural tact for teaching, is quite original in her ideas; lent her Page. Is very enthusiastic; the children imbibe her spirit, and are improving rapidly. Directors loud in her praise, say they vastly prefer her to Miss ———, (whom they had last summer), with all her learning. Has read considerable biography and history, and makes good use of her reading in her recitations, and often brings in a newspaper and uses it in the geography class. Visited school June 5; enrolled, 42; present, 41; average attendance 40. Art of teaching 9."

The next superintendent refused Miss B. a certificate in the fall, as she did not come up to his strict standard in scholarship, while Miss P. came off with flying colors. The people in the two districts referred to were quite well aware, however, that the former was a successs as a teacher, and the latter a failure. The next winter Miss B. attended a select school, taught in a neighboring town, by a student from the normal school at Albany, paying her board by domestic service, and at the next examination distanced all competitors. Miss P. could not obtain the school in No. 1 a second time. She was employed, however, in an adjoining district, and the next winter married the young director, and thus ended her teaching days. Miss B. soon outstripped her friend in scholarship, went to the Normal school, and after a most successful career in the public schools, is now an honored and useful teacher within its walls. It is remembered of her, that as a child of 10 or 12, she would with delight gather a few toddlers and play school, and at school, would, if permitted, hear classes of little ones with great gravity and most surprising skill.

The moral of this is not hard to see. Aptitude to teach should be noticed and encouraged. Completness or glibness of scholarship is no sufficient substitute for this natural aptitude. It may not unfrequently happen that an excellent school may be taught for younger children, by one whose youth or limited scholarship would, by rigid rules, deny her a certificate. This is what people feel to be wrong. They feel that a certificate. though of high grade, is a miserable offset for a poor school; that a parrot-like familiarity with all the "branches" does not make up for indifferenceto the wants and feelings of children, and inability to interest them in books or in the exercises of the school-room.

Nothing in these remarks must be understood to imply that youth, inexperience and limited attainments are not usually serious drawbacks to the usefulness of a teacher; but they may in some considerable measure be atoned for, especially in primary and backward schools, by unusual aptitude to teach; and the intelligence which guides the supervision of our schools should be sufficient to distinguish aptness to teach from mere book-knowledge, and to rate both at their true value. The superintendent referred to had small examination classes, one for each town, and was accustomed to have each new candidate conduct one or more classes in his presence, as a part of the examination.

The time will come when the wisdom of drawing to light the teaching talent of the young, in our schools, by the process of pupil-teaching, will be recognized, and this will eb one important step towards making success in the career of our teachers the rule, and failure the exception.

CHEAP TEXT-BOOKS.

Soon after the adjournment of the Legislature the State Superintendent sent a circular letter to each one of the leading publishers of school books, asking their best terms to district boards, wishing to purchase direct from first hands, with public funds, under our exisiting state law. He received frank replies from all, and is now preparing a circular to district officers, embodying the result of his inquiries, showing the advantages of district purchase and of free text-books, and urging upon the officers the prompt performance of their duty in the matter of selection, adoption, and purchase.

If this vexed question of text-books cannot be settled—and settled satisfactorily—by school officers themselves, it never can be settled. Legislation is powerless to do what the people themselves can do, ought to do, but will not do. No legislation can secure for the people good bread, clean faces, or common sense. They must cultivate these virtues themselves or they will not have them. So with suitable school houses, competent teachers, and correct financial management. Under our form of government, at least, no Legislature—a body from and representing the people—can by any formal enactment secure these desirable things, when the people thomselves are careless or ignorant respecting their value. It is not legislation, but improved public sentiment that will be sought by the wise reformer. If we were a despotism we might profitably here legislate, but as we are a republic we can only agitate.

The school officers and people of Wisconsin generally ought to understand that they can, if they choose, settle this question of school-books so effectually and satisfactorily before another Legislature shall meet, that not a solitary voice in that body will be raised for cheap or uniform text-books sooner than for cheap and uniform soap, or tea. That the people may choose to do it we shall bring our best efforts to bear, and, in the interests of education and common sense, we invite the efforts of all right thinking persons.

The responses to the circular letter, above mentioned, show that the publishers will meet the people in a liberal spirit. They agree to furnish books on the order of district boards, *first or subsequent supplies, in any desired quantity*, at discounts from last year's retail rates of from 40 *to* 50 *per cent.* When a dollar book, such as American publishers are now offering, can be had for 50 or 60 cents, no reasonable man can ask more. It is not merely the best school book in the world, but it is absolutely the *cheapest.* The Vienna and Philadelphia Expositions proved this.

Let district boards preserve their independence, do their duty, select and adopt the books suited to their needs, purchase the books in quantities a trifle beyond their wants, and "shoot on the spot" the teacher who illegally introduces unauthorized books. Let the books be sold at cost, if decidedly preferred; but, far better, let them be kept as district property, and, under the care of the teacher, be loaned to the pupils. There is then a full supply, uniformity, a wise economy of time, books well cared for, cheapness to the last degree, and no body growling.

We call attention to the letter of Prof. Reynolds, printed elsewhere. We call attention to the absolutely convincing evidence given in the last report of the State Superintendent. We call attention to the emphatic commendation of free books in the last

Indiana School Journal. We call attention to the successful experience of more than a hundred districts in Wisconsin, and say to all: Do as the city of Watertown has just done. Greatly advance school interests and settle the text-book question at the same time, by a single act that makes the schools themselves thoroughly free.

The circular of the Superintendent will soon be issued, and we invite to it general and thoughtful attention.

NEW PUBLICATIONS.

THE CYCLOPAEDIA OF EDUCATION; Edited by HENRY KIDDLE and ALEXANDER J. SCHEM, Superintendent and Assistant Superintendent of Public schools, New York City. New York: E. Steiger; London, Trubner & Co.

It is to the reproach of the educational profession that this is the first appearance, in the English language, of a book of this character; not even a hand-book or dictionary of education has ever been known among us. This recalls the remark of a president of a normal school, that the profession has no literature, as compared with those of law and medicine. But this work is a beginning in the encyclopaedic portion of the field, not a very ambitious one, but at least a beginning. It supplies, reasonably well, a want long felt. The editors inform us that as the subjects upon which the book treats are rapidly expanding and growing, it is intended by the publisher to issue an annual, embracing such new matters as may be gathered yearly. This, after a few decades, will naturally be followed by a new and enlarged edition of the main work.

That the work is not more comprehensive, is in no way a reflection upon the editors or publishers. The reason is found in the fact that education, though really deserving to be ranked as a science, is a science as yet mainly to be developed, at least so far as it concerns English speaking peoples. In Germany it is otherwise. That country has a rich and varied pedagogic literature. We have not. The wonder is that the editors have been able to do so well, with the scanty materials at their command. They are deserving of all praise, and the work of a large patronage.

Mr. Kiddle has had wide and varied experience as an educator, and Mr. Schem has performed a great deal of work before as a cyclopaedist, and in the execution of the task which they have now completed, they have evidently been pains-taken and judicious, and while some defects, inseparable from works of the kind, are visible, they may readily be overlooked, in view of its many merits. The field is open to any who can do better. In the mean time, all who are actively concerned in the work of education will hail the appearance of the book with gratitude, and find it a great convenience. No intelligent and progressive teacher will do without it. We learn that the work is sold exclusively to subscribers, and can be had only from the special Subscription Agents, or from the publisher, E. Steiger, 22 and 24 Frankfort Street, in New York.

HARPER'S INTRODUCTORY GEOGRAPHY. New York; Harper and Brothers.

This book, though last in making its appearance, precedes the Common School Geography, noticed by us in December. We have always advocated oral instruction for younger children where the intelligence and skill of the teacher are equal to the

task, but as this is not often to be looked for in our common schools, the next best thing is an interesting text-book. The writer of this little geography has struck a happy vein. Lessons to be read in the class, composed in a lively, graphic style, form more than one half of the text, and these lessons are designed to be supplemented with explanations; and then comes, after each lesson "to be read," the matter to be especially committed and recited. The author is quite right in the conviction that "young children have not the capacity to disengage the points specially worthy of remembrance from the text of a flowing narrative and put them in affirmative statements for recitation." Hence, the plan above described, and we consider it eminently sound and philosophical. Questions for review are introduced at suitable intervals, and these cover ground not covered by the questions for daily recitation, thus stimulating the pupil to do his best, while the review questions gradually increase and the recitation questions diminish in number. It will be seen at once that all this is calculated to promote progress not only in acquiring a knowledge of the subject, but in mental discipline. We need to add only that the maps and illustrations are in the same style of excellence as in the higher book, and every thing in the way of mechanical execution of the very best character. With those two books the common school is amply furnished, and we look for the very best results from their use.

A HOMERIC DICTIONARY, for use in Schools and Colleges, from the German of Dr. George Autenrieth. Translated, with additions and corrections, by Robert P. Keep, Ph. D. New York: Harper and Brothers, Publishers.

The purpose and the execution of this volume are both worthy of emphatic praise. The purpose was to shorten the road to a knowledge of Homer. Profoundly believing in the worth of classical studies, we welcome every means and method by which time is saved in their prosecution. Without the more convenient text-books, and the banishment of so much that is cumbersome and unessential in methods of learning, Greek and Latin would not long retain a place in the crowded curriculum of modern higher education.

This little volume of 340 pages contains the Homeric vacabulary complete, with definitions sufficiently full for the ordinary student, and nearly one hundred and fifty small wood cuts, representing genuine antiques, "designed to give to the student a vivid conception of the things mentioned by Homer, by placing before his eyes the warfare, navigation, costumes, and sacrificial rites of the Homeric age." The conscientious work of the translator embraces many additions and corrections, approved by Dr. Autenrieth, and adding much to the usefulness of the volume. The binding is very handsome and the typography and paper excellent. Altogether the book is highly creditable to American scholarship and to its enterprising publishers.

REPORT AND COLLECTIONS OF THE STATE HISTORICAL SOCIETY; 1873—'76. Vol. VII, Madison: E. B. Bolens, State Printer.

The indefatigable Secretary, Hon. L. C. Draper, in issuing this volume, says very justly that it is, if not superior, at least not inferior to any of its predecessors. A paper by Dr. Butler on Pre-Historic Wisconsin, with a description of the Perkins Collection of Implements, and one on the Westphalian Medal, found in Buffalo Co., in 1861; an

account of the discovery of the Mississippi, by Marquette and Jolliet, in 1673, by Dr. John G. Shea, Tasse's Memoir of Charles de Langlade, translated from the French, by Mrs. Sarah F. Dean, of this city, and Fifty-four years Recollections in Wisconsin, by Gen A. G. Ellis, are among the more interesting portions of the volume. Messrs. Durrie and others furnish several valuable Memoirs, and Mr. Draper a Necrology for 1874—5.

THE ATLANTIC for May opens with an illustrated article on the Primitive Musical Instruments used in various barbarous and semi-civilized nations, by Edward H. Knight. Mr. James brings his story of "The American" to a conclusion. In the second and concluding part of the "Diary of a British Officer in Boston in 1875," the writer mentions the Battle of Bunker Hill, but gives it much less prominence than the Concord and Lexington fights. Charles Francis Adams, Jr., contributes a very interesting historical paper on "The Maypole of Merrymount." Colonel George E. Waring, Jr., discusses the "Life and Work of the Eastern Farmer," and argues in favor of the village system of Europe. The Wagner Music-Drama at Bayreuth last year is described by Henry T. Finck, and there are two good short stories. Mr. Whittier contributes a sweet and characteristic poem entitled "Hymn of the Dunkers," at Kloster Kedar, Pennsylvania. Mr. Longfellow, E. C. Stedman, W. W. Story, and Elizabeth Akers Allen also furnish poems. The Contributors' Club continues to be one of the most attractive parts of the magazine. Under Recent Literature. Mr. Howells reviews at length the autobiography of Harriet Martineau, and there are several other book and art criticisms. The number is a good one.

POPULAR SCIENCE MONTHLY—Supplement, No. 1. New York: D. Appleton & Co. The publishers of this popular magazine have such a press of matters for its pages that they propose the issue of 12 supplements annually, of 96 pages each, of close print, at $3.00 a year, post paid. Subscribers to the Monthly will receive both the Supplement and the Monthly, for $7.00. The contents of No. 1 may be taken as an earnest of what is to follow: The Political Destiny of Canada, by Goldwin Smith; "Cram," by Prof. W. S. Jevons; The Radiometer, by Dr. W. B. Carpenter; on Stimulants, by J. B. Yeo, M. D.; The Influence upon Morality on a Decline in Religious Belief; a "Symposium," by several British writers; Liebig's Scientific achievements, by Prof. Max von Pettenkoffer; One per Cent, by Prof. Bonamy Price; Giott's Gospel of Labor, by Sidney Calvin. In the first article, Mr. Smith holds that Canada is destined to come into the United States. This new departure promises to be of great interest.

LIPPINCOTT'S MAGAZINE for May has an attractive table of contents, embracing Down the Rhine, and a third paper on the Valleys of Peru, both illustrated, The Abbess of Ischia, Parisian Club-Life, A Superfluity of Naughtiness, some interesting notes about Schliemann, A Queen of Burlesque, Burials and Burial Places, several chapters of the Marquis of Lossie, which bring the story towards a culmination, Damned Plays, some good poems, Monthly Gossip and Literature of the Day. Lippincott is characterized by a judicious variety of matter, and is cosmopolitan in its range of subjects.

THE DOMESTIC MONTHLY. Fashion has no better or more practical exponent than this popular and excellent magazine, a fact that becomes apparent to every lady upon the least acquaintance with it. The May number contains a paper on Ventilation, which is instructive and worthy of careful study. The stories, miscellany, small talk, household department, mosaics, etc., maintain their customary interest, and the book-reviews, as usual, are very good examples of literary criticism. The *Domestic Monthly* is published by Blake & Company, 849 Broadway, New York, at $1.50 per year. Specimen copies, 15 cents.

NOTES.

Messrs. Wilson and Hinkle, of the well-known publishing house of Wilson, Hinkle & Co., Cincinnati, retire. The new firm is Van-Antwerp, Bragg & Co. The varied and excellent school-books issued by the old firm will continue to be published by the new one, at the old stand, 137, Walnut street.

Messrs. A. S. Barnes & Co. announce that the editorial care and supervision of "Davies' Mathematical Course" has been placed in the hands of Prof. William G. Peck, who has been associated with Prof. Davies for many years in the work of preparing and revising Mathematical text-books. Prof. Peck is a graduate of the U. S. Military Academy, and like Prof. Davies, he was for a long time engaged in teaching Mathematics at that institution, and like him, he has had an extended experience in Collegiate instruction.

The State Inter-Collegiate Oratorical Contest for the championship of Wisconsin, was held in the Assembly Chamber, at Madison, on the evening of May 25th. The attendance was large and the whole affair exceedingly pleasant. The following were the contestants with their subjects:

W. H. Carr, Beloit College.—"Cromwell and Robespierre."

O. A. Curtis, Lawrence University.—"Satan and Mephistopheles."

S. W. Trousdale, State University.—"Peter Cartwright."

Miss D. E. Button, Milton College.—"Tides and Currents."

The judges awarded the first place to Mr. Curtis, and the second to Mr. Carr. While all the orations were creditable in themselves and well delivered, that of Mr. Curtis had very exceptional merit in all respects, and won for him the palm without a dissenting opinion among either judges or audience. He will represent Wisconsin in the Inter-State Contest, to be held in the same place the 10th of May.

In a note accompanying his letter on Free Text-books, elsewhere printed, Prof. Reynolds says: "When the measure was under consideration in the Association I did not favor it, but I have changed my mind entirely." We venture the assertion that a careful consideration of the arguments in favor of free books—including the best argument of all, the perfect satisfaction they have given in almost every instance where tried—will "change the mind" of any one who is disposed to find theoretical objections to the system.

Miss Hosford, the accomplished and efficient superintendent of Eau Claire County, thinks that whatever approval the attempted text-book legislation of last winter received from the people was almost entirely due to their ignorance of existing laws. She writes: "To show how little is known in regard to the matter in this county, I inclose a copy of questions used in the recent examination. Out of 108 applicants only five attempted to answer the fourth question. Eighteen attempted to answer the fifth and sixth questions, and only five knew of the district's power to purchase text-books."

The following are the questions referred to:

4. What advantages do you think would result from the Township System of school government?

5. What privileges have school districts in regard to text-books?

6. What would district schools gain by a use of those privileges?

At a special meeting of the Board of Education in Watertown, some weeks since, a committee appointed in January made a report on free text-books. They had obtained favorable responses from the superintendents of several eastern cities, where the plan has been tried, and reported in favor of its adoption, estimating the cost to the city at 30 cents a year for each pupil. Their report sets forth very clearly, that the free text-book system is the "logical result from the theory of our free schools; that it makes schools more efficient; that it is the most economical plan ever adopted; that where tried, it is a decidedly popular one, and that it might be adopted by the city of Watertown without increasing the regular school tax." In conclusion it was recommended that the board "solicit from the common council authorization to carry the plan into effect," and both the report and the recommendation of the committee were unanimously adopted. We hope other cities will follow this example.

One hundred and thirty strictly educational papers are taken in Pierce county.

In Minnesota, women are now not only eligible as school officers, but can themselves vote for such officers.

The Michigan Legislature has passed a bill "to provide for the better support of Teachers' Institutes." It was drawn by State Supt. Tarbell, is a judicious measure, and will greatly promote the common school interests of the state.

Governor Robinson, of New York, has shown himself to be first class old fogy. He favored in his message the withdrawal of State aid from the Normal Schools, and he has just now vetoed a bill passed by the Legislature to make women eligible to school officers.

Prof. Graham wrote, near the close of the Institute season: "The work in Institutes this Spring is very encouraging, both as regards *attendance* and *interest* of teachers and patrons. Many citizens have assured me that, in their judgment, no money expended by the State yields such immediate and valuable returns as that expended in the institute work. The fact that other States, older and more wealthy, have, during the past year, called the attention of their legislature, to the Wisconsin system of institute work, is at least complimentary to our young commonwealth."

Prof. Salisbury informs us that the institute at Richland Center had 101 enrolled members. The latter showed promptness and interest in their work, and on the whole it was the pleasantest institute he has had during the season. He notes much evident improvement in the educational affairs of the county since he was there three years before. This confirms the impression we have long had that Supt. Parsons is doing efficient service in improving teachers, public sentiment, and schools in his jurisdiction.

We find the following in the *Durand Times:*

The Teachers' Institute held in this place, conducted by Prof. J. B. Thayer, of River Falls State Normal School, which closed its labors April 13th, proved to be a decided success. There were fifty-six enrolled as working members. Of this number five have been students in universities; five in state normal schools; four in academies; twenty students of Durand High School; two of the Pepin High School, besides others, who have had advantages of graded schools. The Institute was held in the High School room of the new school building, with probably the finest assemblage of teachers and students ever convened in Pepin county. The Institute, in every way, seemed to indicate a spirit of progress in the educational work.

The Institute at Sparta, conducted by Prof. Graham, was every way successful and profitable. The enrollment was 134. A better looking body of teachers we have not seen on a similar occasion. We were present the most of one day—long enough to get, in a good measure, the prevalent spirit. Prof. Graham was clearly doing some of his most effective work, and was ably seconded by Prof. O. R. Smith and President Parker, the latter of whom was present one day. Evening lectures were given by Professors Parker and Smith, and one in the afternoon of Friday by the State Superintendent. To Superintendent Holden much credit is due for the large attendance—a single proof of the general efficiency of his administration of the school interests of the county.

Mr. J. W. Dean, Superintendent of Polk County, informs us that the Teachers' Association had an interesting and profitable session in March, at Farmington Center. Notwithstanding the bad condition of the roads, thirty-five teachers were present, some of whom came a distance of twenty-five miles. The people also manifested an appreciation of the work by filling the school-house at each evening session. There seems to be a growing interest in the teachers' meetings, on the part of teachers and citizens generally, that augurs well for the future prosperity of the schools. Mr. Dean hopes to be able to hold a convention of school district officers before the expiration of his term of office, believing that an interest may be thereby awakened that will promote the efficiency of the schools. A larger portion of the teachers' employed have had the benefit of instruction at institutions of learning above the common schools than formerly, and while many, who have not had this privilege, are doing a good work, the advantage is with the former class.

A graded school is in operation at Medford, in the county of Taylor, with Mr. O. N. Lee as principal, who is reported to be doing good work. The primary department is in charge of Mrs. Estella Hanifin, a student from the River Falls Normal school, and her school is stated to be a credit to the village.

The *Mineral Point Democrat* says:

Superintendent Henry Jane, of La Fayette county, has taken a new departure this spring in the matter of issuing teachers' certificates. He had one hundred and sixty applicants at the examinations and granted certificates to fifty-four. In his own words, he is determined that his examinations shall be no longer "a farce and a sham." While there is great danger that he will meet with serious opposition in following up this radical change, yet if public sentiment will back him, the results will abound in benefit to the schools of that county. If uniformity and strictness could once be made the general rule and be firmly established, the just unpopularity of the county superintendent system would be almost overcome. If Mr. Jane carries out his programme there will also be an end to the practice by unsuccessful applicants in other counties of going to La Fayette county to get certificates.

A courageous superintendent in another county was determined to keep ignorant and incompetent teachers from his schools, to the extent of his power, by rigid examinations. The result of course was a "deluge of visits from importunate parents, incensed lovers, and weeping maidens," besides no end of pleading missives by mail. We have been favored with a specimen of the letters, from which we take the following extract, *verbatim et literatim et punctuatim:*

I taught there last winter and the district liked my teaching and the school is not very far advanced it is a very easy school there is no Practical Arithmetic studied in the school there is not one schollar advanced enought to study Arithmetic and I would be very much obliged if you would send me Licence to teach as it would be better for me and for the district as the district wants me to teach anyway seen I did not get a Certificate but if you will be as obligeing to send me a Licence for I want to teach a get some money to send me to school to fit myself for a teacher fore it is a short term only two months and if you will let me know by returned male.

Yours truly,

——— ———.

Some classes in the Whitewater Normal School have recently been paying their respects "verbal and material" to certain professors therein. Prof. Salisbury was the recipient of a superb folio copy of Coleridge's Ancient Mariner, illustrated by Dore. To Prof. and Mrs. Rockwood, on the 18th anniversary of their marriage, a neat little speech was made by a fair spokes-woman, ending thus: "In the name of the company assembled, and in the words of the immortal Cap'n Cuttle, 'I make over to you this little property, jintly.'" The "little property" appears to have been a silver cake basket. With a delicate reminder to Prof. Kleeberger that he had "no such occasion to celebrate" as a wedding anniversary, to him were presented a pen, inkstand, and book of poems.

Dr. Schliemann, the famous archæologist, is expected in this country some time during the coming summer. His discoveries at the site of Troy have been almost surpassed by those at the site of Mycenae. Both together constitute the archæological wonder of the present generation. Under the Doctor's interpretation they appear like a dream, but there is certainly enough of sober reality to insure him a unique fame and the learned world a delightful source of indefinite study and speculation.

The Dane County Supervisors, at their last annual meeting, cut down the salary of the County Superintendent from $900 to $800 per annum, the change to take effect at the beginning of the next term of office. A new division of the county was also made at the same meeting, three towns, containing 22 schools, being taken from the West District and added to the East. By the former change, the office of School Superintendent is worth, after deducting the necessary expenses, not much more than $500 per year. We cannot learn that the salaries of the other county officers were diminished. Comment is unnecessary.

We have received a copy of the speech of Hon. H. B. Wilson, delivered in the Minnesota House of Representatives, Feb. 21st, 1877, against the text-book bill which afterwards became a law. It is one of the most impregnable arguments we ever read, and, withal, one of the most interesting. Mere truth, better told, could not be imagined, within the same limits. We do not see how the strongest wall of prejudice could stand before it. Mr. Wilson was recently Superintendent of Public Instruction of Minnesota, and thoroughly understood the subject he discussed. We print in this issue a suggestive and valuable extract.

At an institute this spring, in the northwest part of the State, eighty members found out fifty ways for spelling "Kaleidoscope."

Prof. Earthman is a frequent educational contributor to the columns of the River Falls papers, He writes briefly, pointedly and sensibly. We shall give a specimen next month.

A correspondent answering a query of last month, says he found Goodrich's History of the United States too prolix, and too much encumbered with details and dropped it for "Barnes' Brief."

We have not been able to get out this number quite as early as we hoped, but shall try to improve, on the June number.

Among our advertisements will be noticed those of D. Appleton & Co., and of Van Antwerp, Bragg & Co., (successors to Wilson, Hinkle & Co.) and in connection therewith an announcement of great reduction in prices. This will be satisfactory to the public. Both houses publish excellent books.

The programme for the meeting of the Association at Green Bay we suppose will soon be made up, and ready for publication. We look for a large gathering in this ancient city.

A large attendance upon the annual examination for state certificates is looked for, at least hoped for. There should be at least thirty candidates.

We would remind our friends that if we are to have a continued supply of original articles for our pages, it must be by their help. The income of the JOURNAL does not enable us to offer pecuniary inducements to contributors, nor do we think they want them.

We shall always welcome short and pithy contributions to our department of Correspondence. Many knotty points may thus be cleared up, to the advantage of many of our readers perchance, besides the one asking a question. Items for our Notes likewise are always acceptable.

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WISCONSIN

JOURNAL OF EDUCATION.

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THE TRUTH CONCERNING TEXT-BOOKS.

The writer desires to state a few facts—*which he knows to be facts*—concerning school books, and to which he invites the attention of candid persons. He wishes to say in advance that he has no more interest in the welfare of any publishing house than in that of any manufacturer of sewing machines, reapers, or locomotives. It is true that some eight years ago he published an edition of a Latin author, but this is used only in higher schools, and the offense will, he trusts, as one committed long ago and never repeated, be kindly overlooked by the advocates of text-book reform. He is certain that his consequent slight business relations with a single publishing house do not warp his judgment, but that on the contrary they enable him to speak with greater intelligence and certainty on a question with which he has had a somewhat unusual opportunity to become familiar.

It may also not be amiss to say that for no present or prospective reward from any publishing house or houses, in any way, shape or manner, directly or indirectly, did he last winter oppose the attempted text-book legislation. His opposition was due entirely to his strong convictions that such legislation would be injurious to the educational interests of the State, to his knowledge that less objectionable enactments had wrought injury in other States, and to his very strong desire that no such folly as was contemplated should find consummation during, and bring disgrace to, his administration of the interests he had been called to supervise. Not only was the opposition referred to entirely without promise, hope, or thought of pecuniary gain, but it was attended with pecuniary expense and loss to himself, individu-

ally, for extra traveling, printing, etc., to the amount of many dollars.

COST TO THE PEOPLE.

During the recent controversy the cost of text books was greatly—even ludicrously—exaggerated, and the impression still remains in some prejudiced and ill informed quarters that the average cost per pupil or family is many times the actual amount. For example, a correspondent of a Kenosha paper gravely estimated the cost of school books to the average family at $45 annually! The editor of a paper published at Richland Center more recently, with equal magnifying power, made the average cost per pupil at $9 per annum! What should be said of those statements, when careful estimates, made by a most competent authority three years ago in the city of Janesville, show that in that city the average annual cost of all books per pupil, in all grades, from the primary to the high school, inclusive, is $2 30? This result is confirmed by estimates made in other cities, where the ordinary methods of purchase and supply are in operation, and especially in those where free text-books in use for years have enabled the authorities to ascertain to a penny the aggregate and individual cost.

The cost of books for each pupil in cities is considerably greater than in country districts, where the course of study is less extensive, the classification less rigid, and uniformity in the books used too often not secured. It is as certain as anything in the range of statistics that the average cost of text-books, per pupil, in country districts—where the chief complaint is heard—is considerably less than two dollars per annum.

COST TO PUBLISHERS.

But still, it may be that books are too expensive. If the average cost is two dollars per pupil when it ought to be only one dollar, they *are* too expensive and there is ground for complaint. What are the facts? Are the prices of books in themselves unreasonable and extortionate, as asserted by many? In answering this question let us consider some of the elements of cost that enter into the manufacture and sale of books.

1. American school books are, in mechanical respects, the best in the world, as was proved by the competitive display at Vienna and Philadelphia. They are made of more costly material than they were ten years ago. The paper is better, the typography clearer, the

engravings more numerous and of a far higher character, and the binding handsomer and more expensive. Books which a few years ago contained no engravings—e. g., arithmetics and grammars—are now quite generally made more attractive by these illustrations.

2. There is paid by the publisher to the author of a school book a royalty or copyright of usually ten per cent. on the wholesale price.

3. Every few years publishers must revise their books. A geography gets out of date and its maps and letter press must be remodeled to embody the latest facts. One house issues a new and improved set of readers or arithmetics, and self-defense urges a rival to equal or surpass its enterprise. Thus books are improved, but it is a somewhat costly process.

4. Publishing houses with different lists of books are so numerous, and competition so close, that the sales of any given house are far less in quantity and attended with far more uncertainty and far greater expanse than is generally believed. The items of expense in securing a market for school books are the following:

(a) The cost of the agency system by which books are introduced and sales secured in given localities for a longer or shorter period of time. The traveling expenses alone of agents are said, by a good authority, to aggregate *considerably more than one million dollars per year* to the various publishing houses of the United States. The agents of a single house cost it over $80,000 per year.

(b) The cost of advertising, and of books given away to teachers and school officers for examination. The number of books thus given away, is, in the aggregate, astonishing, and to their cost must be added that of postage or expressage which is generally prepaid by the publisher.

(c) Publishers have regularly allowed to jobbers a discount of at least 40 per cent. from retail rates, thus realizing themselves but little more than one half of the "extortionate prices," the atrocity of which has been wholly charged to them.

Under the light of these facts it is not true that publishers are making enormous profits and so taxing and burdening the people that legislative relief must be sought. They are in fact realizing no greater profits than other honorable business men in the great cities, from whom the people are in constant receipt of necessities, and against

whom no word of complaint is uttered. In fact their profits at the present time are not nearly so large as those obtained in several other lines of trade.

The writer also asserts—what any book buyer knows to be true—that the school books issued by the leading houses are, even at their full retail prices, relatively cheaper than miscellaneous books; and that at discounts of from 40 to 50 per cent. from the retail rates of last year—at which rates school boards can now purchase—they are, considering their superior character, and the various costly conditions of their manufacture and sale, above enumerated, the *cheapest* as well as the best school books in the world. There is not the least ground of reasonable complaint left.

"THE INVINCIBLE MONOPOLY."

He wishes also to say—because the simple truth demands it—that there never was any just reason for popular complaint against the Publishers' Board of Trade—"the invincible monopoly" of ignorant and prejudiced persons, who either never read the rules of that organization, or are incapable of a fair and candid judgment. The Board of Trade was formed as much in the interests of the people as of the publishers, was extremely valuable in preventing arbitrary and frequent changes of books in schools, was never a secret organization, and has now been dissolved solely in obedience to an ignorant prejudice.

That organization never determined the price of school books. *Each publisher fixed his own retail prices*, and the Board simply declared that there should be uniform limits to the rates of discounts from these prices, allowed in introductory and other sales—these limits varying from 20 to 40 per cent. It declared that books should be no longer introduced under the former vicious system of even exchange, demoralizing and ruinous alike to publishers and schools.

The object of the organization was clearly and truthfully set forth in article 2, of the Articles of Association, as follows:

"The object of the Board shall be to establish the business of publishing and supplying school text-books on just and economic principles; to correct abuses in methods of introduction and supply, and to promote the mutual interests of members of this association, and purchasers of books."

Among the By-Laws of the Association which were directed at irregularities and abuses alike detrimental to the interests of the schools, the people and the publisher, was the following:

"VIII. No employment, money, promissory notes, drafts, checks, or real or personal property, or promises to give—verbal or written—nor any thing that can be converted into cash or its equivalent, no books (except single copies for examination,) maps, charts, or school furniture, shall be offered or given by publishers, members of this Association, their Agents, or any person or persons representing them, nor shall any undue means whatever be used, to bring about and accomplish or prevent introductions, either before or after said introductions have been secured or defeated."

There is not in the entire list of Articles and By-Laws of the Board, now before the writer, a single regulation, idea, or word which is inconsistent with honorable business men and business principles. Nay, more. There is nothing which is not substantially found incorporated in the organization of every like association of business or working men. No candid, intelligent person—and we hope no others will read this article—can, after personal examination of the facts, come to any other conclusion.

In view of the above facts, as to the cost of manufacture and sale of text-books, and the character of the late organization of publishers, known as the Board of Trade, with what propriety can those publishers be denominated "swindlers," "thieves," scoundrelly ring," persons engaged in a "monstrous outrage," who have "gouged the people in a most disgraceful manner," etc., etc.? Yet these are a few of the epithets (copied from papers before the writer,) hurled at a class of the most widely known, most honorable and respected business men of the country. These are the epithets applied to the Appletons, the Harpers, the Barnes, the Ivisons, the Scribners, the Cowperthawaits, the Sheldons, the Wilsons, and others who fitly represent the best enterprise, culture and virtue of our oldest cities.

REAL CAUSE OF COMPLAINT.

But if the publishers do not, under the conditions set forth, make extravagant profits, what is the true ground of complaint? Is it to be found in excessive profits of the retail dealers? Doubtless in small villages where school books are sold by a single person or firm, and

where no competition prevents the exaction of the full retail price, the profit may be considered too large. Yet the sales in such places are limited, and the profits contribute to only a moderate income. Moreover, those profits are not greater than are obtained without complaint for many other necessary articles of ordinary domestic con-consumption, to say nothing of sewing machines, agricultural implements, subscription books, life insurance, etc., the profits on which, guaged by first cost, are much greater than those secured in the sale of school books. We venture the assertion, without hesitation, that the aggregate profit, above first cost, paid by every family on its sewing machine, would, if put at interest, yield amply enough to meet *the annual cost of text-books for the average country family.* The same statement would hold good, if applied to the reaping or mowing machine of the farmer. The profit on clothing is as great as that on school books. The profit on patent medicines—some form of which is consumed in nearly every family—is several times greater than that on text-books. This list could be greatly increased. The statements here made may be relied upon, being based upon correct information as to the facts.

If, then, there is no peculiar reason, in their cost alone, for the present outcry against the school books of American publishers, *whence* the outcry? Is it provoked by the secret hand of some enemy of our school system, as suggested by the *Pennsylvania School Journal?* The writer thinks not. He finds reasons better than this surmise. *There is a radical and just cause of complaint in the present want of method in supplying text-books to schools, which makes them a source of chronic irritation in every State of the Union.* This cause is to be found in three unfortunate results of the present absence of method; viz., (1) lack of uniformity in books; (2) lack of a sufficient supply of books; and (3) frequent changes of books.

Another article will discuss these evils and the true and false remedies which have been suggested and tried. E. S.

WILL THE DOCTRINE STAND?

Although doubting my ability to present my views on the subject of the minus sign any more clearly or strenuously, in the same amount of space, than in an article published in the January number of the

JOURNAL OF EDUCATION, I will yet ask the liberty of re-examining and defending my positions, in view of the assault made upon them by Prof. Rockwood, through the pages of the same magazine.

It may be well to refer briefly to the origin of this discussion. I have often desired to see the contributions to our educational magazines of a more practical character, discussions of questions that arise in the class room, elaborations of subjects only imperfectly presented in our text-books, original views and methods of explanation and analysis. In this spirit, and yet I trust with all becoming humility, and partly from a desire to crystallize my own views, I took up the subject of algebraic signs and presented my method of dealing with its difficulties, such difficulties as will be met by every teacher, and sprung by every thoughtful pupil.

It is objected that I gave "no definition of subtraction, except by piece-meal." But this was foreign to my object. I had no pet definitions to advance, nor any theory to propound which required for its support the coining of special definitions. Addition and subtraction are common terms which every one understands. A dozen different sets of words may be used in defining them, all of which are substantially correct, and any of which I am willing to accept. I was aiming not at definitions of terms, but at the proper explanation of operations and the true significance of signs.

At the very threshold of algebra, the student encounters what seem to be novel and perplexing principles. Quantities now, besides having numerical value, are classed as positive and negative. The algebraic sum is frequently the numerical difference, and *vice versa*. In multiplying and dividing, if one of the quantities is negative, the result is negative, but if both are negative, the result is positive. Now the question arises, has he stepped out upon a new plane, where all his old terms and principles have vanished, and where he must learn to modify or even reverse his former rules; or may his new stock of ideas be engrafted on the old and both together traced to a common root? I hold unhesitatingly to the latter view, and in spite of the Professor's learned attempt from a historico-logical standpoint to set the positive and negative theories of numbers in hostile array against each other, I must aver my belief in their perfect harmony, and most respectfully maintain that while algebra enlarges, it

does not contradict the principles of arithmetic, that in both the same fundamental operations may be explained in substantially the same way, that the original idea of the minus sign clings to it and governs it in all its various positions and uses, that it is a very imperfect view of subtraction and division which makes them the mere complements or verifications of addition and multiplication, and finally that the operation by which a quantity is "converted into its opposite," whether "cumulatively" or otherwise, is not multiplication in any proper sense of the term, but only subtraction, very thinly disguised.

Let me therefore proceed cautiously to pick up the pieces into which the Professor has so mercilessly hewn my logic, and stick them together into a whole argument, if I can. On some unknown etymological principle, he has given his readers to understand that my choice of the term "doctrine" to express my *belief* upon this subject, is an absurdity so gross that it only needed to be exposed by a liberal use of quotation points. But being as yet unprepared to abandon the views which I intended to cover by the use of that term, I have had the temerity again to present them under the same title, while fully conceding that if only the method of explanation be shown to be sound, the term, whether "theory" or "doctrine" is not of paramount importance.

And encroaching slightly upon the Professor's own method of attack, I would beg leave to submit as a specimen of the "logic" by which he claims to have made mince-meat of his unfortunate adversary, the following selection from his argument. He says "Inasmuch as the positive multiplier repeats the multiplicand just as it exists, perpetuating in the product whatever character it has, the negative multiplier must repeat the multiplicand with a *contrary* character. If one doubts, it is only necessary to look at the case of the negative multiplicand and positive multiplier. $-7a \times 3 = -21a$. That is, $-7a$ multiplied by $3 = -21a$. No one demurs, and can he demur when I translate $\times$ by the word 'times?' He would be ruled out of court anywhere." Which, being interpreted, means that *because* 3 times $-7a = -21a$, *therefore* $-7a$ times 3 gives the same result. There is "logic" for you, which conclusively settles the whole point, and most effectually removes all restrictions upon the multiplier whatever. A formula which is all right when

read forwards, must be equally appropriate and intelligible when read backwards. Twenty dollars is the product of 4 times five dollars, or of five dollars times 4, just as you choose to take it. Any number which may be a multiplicand may be a multiplier, and if you only have abundant resources of "logic" at your command, you are adequate to the performance of hitherto unattempted feats in multiplication. You can tell the product of bushels into yards, or of any two concrete quantities whatever.

But if you shrink from this result, let us see on what other grounds the Professor puts his theory of the negative multiplier. He says that a negative quantity is one which always produces the opposite result to that produced by a positive quantity. If a positive multiplier repeats a number in one direction, a negative multiplier will repeat it in the opposite direction. So that this very convenient term "opposite" disposes of the trouble in the case, and furnishes the magical key which unlocks all the mystery of signs. Accept this definition, and you have at once an unvarying response for all anxious inquiries as to *why* like signs give plus, and unlike minus. But the question will still arise, does this explanation explain? Does it tell the pupil anything more than he already knows? He has a fact, for which he is trying to account. The fact is, that $4 \times 7x = 28x$, and $-4 \times 7x = -28x$; that $5 \times -3x = -15x$, and $-5 \times -3x = +15x$. But when he asks you why this is so, and you tell him it is because a negative multiplier always produces an opposite effect to that from a positive one, will you expect his eye to brighten with the thought? Will you call this satisfying him, or merely silencing him? Suppose he press you with further questions. In what sense are these results opposite, and why are they opposite? Is there any connection between this change of signs, and that which I have already become familiar in subtraction? Then if you are versed in "logic," you will answer: No; all attempts to trace such a connection are "unphilosophical" and must be futile, all explanations of literal arithmetic upon the same basis as numeral arithmetic are only "deft jugglery," and "objective makeshifts," and the student who will not realize a profound satisfaction and suspend all further inquiry on learning that a negative multiplier always produces an opposite effect to that from a positive multiplier, is simply not in a proper

frame of mind to undertake the study of algebra, and had better abandon it altogether.

Now we are willing that those who prefer should adopt this method of explanation, but we certainly ask for the indulgence of a little charity towards those who feel like going a little deeper into the subject, and we must protest against the injustice of denouncing as "monstrously absurd" a system of explanations which begins with the primary idea of the negative sign, and which shows, or attempts to show, that that idea runs through the whole series of operations from beginning to end, its significance only being more strongly established at each succeeding step.

We hold that positive and negative quantities are opposed to each other in the sense in which addition is opposed to subtraction, and in no other sense. Their tendency is to cancel each other. The subtraction of either one of them is equivalent to the addition of the other. Consequently algebraic subtraction is performed by simply changing the sign, addition, by annexing a quantity with its proper sign. The final step, reduction, is not essential to either addition or subtraction—it only brings the result to a simpler form. Accordingly, if you want to add $5a$ to $7a$, to $-6a$, or to 0, you simply write $7a + 5a$, $-6a + 5a$, or $5a$ alone, and the addition is performed. So, if you wish to subtract $5a$ from either of the same quantities, you annex it with the sign changed, giving $7a - 5a$, $-6a - 5a$, or $-5a$ alone. The subtraction is performed, reduction only remains. So that algebraically a quantity may be subtracted from nothing, just as it may be added to nothing, and just as nothing may result from the union of two quantities.

My learned friend ridicules this idea, and also the "makeshift" employed in explaining the subtraction of a quantity, as freeing one of opposite sign which was previously held in check or canceled. Let us look at it, therefore, a little more closely. I was endeavoring to explain subtraction, not as finding how far apart two quantities were, but as taking one quantity away from another; not as a measuring of the distance of quantities separated, but as a removal of quantities united. Now this is certainly one way and a very proper way of viewing subtraction. It makes it an act, not a measurement, and the directly opposite act to addition. It is the view of subtraction generally pre-

sented in arithmetical examples, and the question is, can it be extended to algabraic examples also? We think it can. A man has $100 and loses any number less than $100; he has left the difference. That is arithmetical subtraction. But when you are required to subtract more than $100 from $100, or a minus number of dollars from $100, you pass into the province of algebra. But can you carry nothing with you? Must you drop the whole idea of taking away and adopt a new definition of subtraction, in order to explain the results you now reach? Certainly not. If addition is an act, subtraction is the reverse act. If addition puts together, subtraction takes apart. If addition sometimes numerically decreases, subtraction may numerically increase. Consider for a moment these two reverse processes. Take any two quantities, such as $12a$ and $-7a$. Add them, the result is $5a$. Now, from this result, you may take either of the quantities which produced it, and it will leave the other; and to properly explain the taking apart, you must imagine the previous putting together. Suppose you are required then to take $12a$ from $5a$. How will you do it? Is $12a$ contained in $5a$? Is $5a$ the result of $12a$ united to any other term? It is the result of $12a$ and $-7a$; remove the $12a$ and you have $-7a$ left. Here then you have taken $12a$ away from an algebraic $5a$, when you could not take it from an arithmetical $5a$, because arithmetic treats of one kind of quantity alone, and algebra treats of two opposing kinds of quantities and their net result. It is like the difference between considering one side of a ledger account alone, or considering its two sides together. Hence, the "property and debt" illustration is a favorite one. Let us use it once more.

You have before you a Balance Sheet, containing in its Dr. column the items of your resources, and in the Cr. column your liabilities. The Dr. side being in excess, the difference shows your net property. Either column may be increased or diminished, and each such change will produce a corresponding change in the aggregate result. Suppose you lose $100. How will you represent it? There are two ways. Either subtract that much from the property column, or add it to the column of debt. Here subtracting property is equivalent to adding debt. If you gain $100, you may write it with the property, and actually increase that column, or not suffering it to become a recorded item of property at all, you may use it as soon as acquired in liquidating a debt, and thus diminish the creditor column by $100.

Here subtracting a debt is equivalent to adding property. And this is the whole mystery of algebraic subtraction. In the particular example which you will treat according to these principles, it is true you do not see before you the two sides of an account, you only see the net result; but you may think of the two sides as lying back of the net result, and when you come to explain the *rationale* of taking away from a quantity that which it evidently does not contain, you are obliged to think of that quantity as the result of what you wish to take away in combination with some other quantity, and when one of them is taken away, the other is freed from that combination and will remain. However "ridiculous" all this may appear in the eyes of the truly philosophical, we regard it as not only sound and satisfactory, but even absolutely essential to any proper explanation of subtraction as an act of taking away.

Let us apply the same illustration to the case of the negative multiplier. We begin with our account, items of property and debt to be arranged on opposite sides, the one being designated as + . the other as —. Consider the following three operations: First, required to add 5 to your property; second, required to add 5 three times; third, required to subtract 5 three times. The first operation would place + 5, the second + 15, and the third — 15 on your account.

The first operation produces a certain result, the second the same result multiplied by + 3, the third the same result multiplied by — 3. Multiplying by + then is repeating a quantity on the side to which it belongs, multiplying by — is repeating it on the other side. But what is that repeating on the other side? It is nothing more or less than repeated subtraction. So when you are told to multiply by a negative quantity, you are told to first repeat (multiply) and then change to the other side (subtract).

In what other sense can you multiply by a minus quantity? You certainly cannot take one of these items from either side of the account and use it as a multiplier. The multiplier means *times*, and cannot have any denomination. It cannot be dollars of property, or dollars of debt. It cannot be degrees above zero, or degrees below zero. Prof. Rockwood says that multiplying by + is repeating a number and leaving it of the same character, multiplying by — is repeating it, and at the same time making it of a contrary character.

Agreed, but what is that contrary character? Is it not the character which results from subtraction and from nothing else? Suppose you wish to make 5 of a contrary character without repeating it. What will do it? Subtraction. Now how repeat it three times and still make it of a contrary character? Subtract it three times or in other words multiply it by -3. But how subtract it, when you have nothing to subtract it from? Well, it is true, it is not yet united to any other quantity, (and may not be at all), nevertheless, it is subtracted. But is it not better to say that it is *prepared* for subtraction? No, that will not do, for if you regard it only as prepared for subtraction, and then when it is annexed to some other quantity proceed to subtract it, you will commit an error. The subtraction is done and there is no more to be done.

Write near each other in a horizontal line, the letters a and b. You have now two separate quantities, algabraic monomials. Place the $-$ sign between them; you now have but one quantity, a binomial, the difference of a and b. What have you done? You have subtracted b. How? By placing the minus sign before it. How then is a plus quantity subtracted? By making it minus. How is a minus quantity subtracted? By making it plus. Subtraction changes signs; multiplication does not. Negative multipliers and negative quotients, as such, are only convenient fictions. They always involve subtraction. Upon the principles of subtraction, the whole science of literal arithmetic is founded. Its addition to the laws of numeral arithmetic may be comprehended in one principle, *subtraction changes the sign*. By this it can always be detected, and no ingenious subterfuge, no theory of *opposite* results obtained from multiplication or from division, can blind us to the presence of subtraction whenever there has been a change of sign.

As shown in my original article, the very strongest confirmation of this system of explanation comes from a consideration of the principles of division, but this part of the subject was not discussed by Prof. R., and I am willing to rest the case here. Other methods of explaining this subject may be equally good or better. I only ask that the method herein presented shall be admitted to a footing with the rest as substantially sound and correct; and I claim that it will stand a fair examination into either its logical consistency or its practical working.

W. L. RANKIN.

BRIEF COMMENTARIES.

IV.—Cicero in Catilinam, I. Chap. viii. §21.

Quorum ego vix abs te jam diu manus ac tela contineo, eosdem facile adducam, ut te haec, quae vastare jam pridem studes, relinquentem usque ad portas prosequantur.

Quorum limits *manus* and *tela*, and relates to *eosdem*; but the sense and emphasis will be preserved better by repeating the antecedent——"those whose hands, etc...those very men I will induce etc." *Contineo*, present tense, but to be rendered by the perfect in English, because the English perfect is not precisely equivalent to the Latin perfect. The perfect in English is used to express an action of the present time which has continued from the past time—"I have withheld their hands" (and still withhold them); in Latin this tense is entirely past (*manus continui*, "I have withheld their hands, but no longer withhold them"). Therefore for an action beginning in past time and *now going* on, the present tense must be used in Latin—*manus contineo*, "I have withheld and continue to withhold."

The *ut* clause expresses the purpose of *adducam*. *Haec*, "these things"—the city, temples, dwellings, etc., object of *relinquentem*, which is itself the object of *prosequantur*,—"they shall follow you forth, leaving (when you leave) these things." The present *studes* is similar to *contineo*.

V.—Id. II., Chap. i, §2.

Quod vero non cruentum mucronem (ut voluit) extulit, quod vivis nostris egressus est, quod ei ferrum e manibus extorsimus, quod incolumis civis, quod stantem urbem reliquit, quanto tandem illum maerore esse adflictum et profligatum putatis?

The causal clause *quod . . . reliquit* depends upon *adflictum et profligatum*, giving the reason of Catiline's affliction and despair. The causal conjunction *quod* is repeated, with the successive causal clauses, instead of a copulative conjunction being used to connect them, as is usual in English; "because he left the citizens unharmed and the city standing." *Vivis nostris*, "we being alive" = "leaving us alive." *Ei* dative after *extorsimus*; "wrenched away from him."

Prof. W. F. Allen.

State University.

SELECTED.

RECITATION IN HISTORY.

"History is the recital of past events." Is it? Yes. No. A chronological table, so-called, contains a recital of past events. Does the study of such a table constitute the study of History? By no means. A person may commit, and may be able to repeat all the chronological tables of Willard's Universal History, and really know nothing of the subject of History. But let him be able to recite past events as having connection one with another, as having bearing one upon another, as forming part and parcel of that long series of events that has brought about our present degree of civilization and enlightenment; let him connect events logically, and reason from cause to effect, as he does in Proportion or Natural Philosophy; let him show power in this direction, and he may be said to understand something of History. To illustrate:—"Grant took Vicksburg, July 4th, 1863." To know this fact, embodying, as it does, Biography (Grant), Geography, (Vicksburg), and Chronology (July 4th, 1863), simply as an isolated event, having no relation to anything else, is indicative of having squandered a portion—small, it is true— of precious time that might have been employed to better advantage. But to know it as an event which brought to a close an important campaign, the object of which was the opening of the Mississippi; to know that this campaign was one of a series having for their aim the suppression of a rebellion which was to prove to the world that our Republic is merely a Confederation of States, but which did prove that a Republic is strong enough to live, no matter what contingencies may arise; to know the fact of the capture of Vicksburg as bearing upon the solution of a question which threatened the very life of our nation; to consider this event from such a stand point, brings us down to real History and enables us to discuss it intelligently.

The point, then, the teacher of History should aim at, is the philosophy of events, making the time in which they occur, the place at which they happened, and the persons who figured in them, of secondary importance.

This is the "What." The "How" next demands attention, and in

considering the topic, it will become necessary to subdivide as follows: 1, How to prepare the student for an intelligent study of the topic assigned; and 2, How to hear the recitation.

The first of these topics is, by far, the more important of the two, for the reason that, if it is attended to properly, the second will generally take care of itself. And it is right here that teachers fail; they expect perfect recitations when they have done absolutely nothing towards so desirable a result. In no other branch of study is the neglect of teachers more patent than it is in History. "The next page" or "the next chapter" is assigned; students return to their seats; and the next day's recitation is an exhibition of—what? The student's incapacity to master the subject? No. The teacher's utter inability to master the subject.

But, not to digress too much, let us imagine that the teacher understands the subject as indicated in the first paper, and that he has a class of students who are beginning the study. The teacher knows that the entire history of the United States divides itself into only four or five eras, or epochs, and that we must go back to the discovery of the continent for a starting point. Of course, as this discovery of the continent was only a legitimate result of causes previously existing, the condition of Europe in the fifteenth century must not be left out of the consideration. Well, then, the period of discovery and exploration suggesting itself as the first topic, this is made the study. The subject is written upon the board. The name Columbus, already familiar to every student, suggests the first subhead, "The Spanish." This word determines the following questions: Why the Spanish, rather than other European nations? What portions of America were visited? Time? Results? These several questions will suggest the items to be placed, in outline, upon the board. In consideration of the journeys performed, the map must not be forgotten; on the contrary, the careful study of the map will assist materially in fixing historic events in the mind.

In the manner briefly outlined above the teacher will indicate to the student how the study of History may be systematized; how important items may be separated from those that are of a secondary character; how the map may be made a useful auxiliary;—in short, how to prepare, intelligently and to the best advantage, for the recitation.

After some time, the epitomizing may be done by the student; but, even then, the necessary hints on the part of the teacher must not be dispensed with. Above all other things, however, the teacher needs to possess a comprehensive knowledge of the subject; he will then be able to give to the student such hints and suggestions, while preparing the synopsis of the topic under consideration, as will stimulate him—the student—to search outside of his text-book, and to acquaint himself with the treatment, by other authors, of the same topic.

When the teacher has done his duty toward the student, then, and only then, can he reasonably expect the student to do his duty toward him.—A. EARTHMAN, *in River Falls Press.*

ADORNMENT OF THE SCHOOL-ROOM.

The memories of the school-room cling to us through life, and influence us in no slight degree; hence, it should be the brightest of all places. There youth, with its love of beauty, its keen appreciation of tasteful adornments, its never-failing admiration of the beautiful in nature or art, spends much of the first years when all impressions are lasting. Later in life, we are clad in the armor of good taste, and awkardness, uncouthness, or deformity, have little effect on our well protected characters; but the child, exposed to these influences, and susceptible to their contamination, has no defense. They steal upon him like the treacherous tide, slowly but surely overwhelming the correct ideas of beauty which are inherent in every soul. As the heliotrope seeks the sunlight, so the soul of the little learner turns to beautiful things, grows in the contemplation, and drinks in their sweet qualities.

In cities, teachers are brought into close competition with each other, and nearly every one makes an attempt to beautify the room where his or her pupils congregate; but, from lack of funds, taste or judgment, the attempt is often futile. Few rooms are really decorated, but many have in them some curious and tasteful objects that break the monotony. In visiting hundreds of city schools, we have never seen a school utterly devoid of beauty. But, during a childhood of district school attendance, and in inspecting many district schools in, at least, two States in the Union, we have seen but five

that were adorned by any of the thousand beauties that might have been placed in them. The very acme of bare, blank dreariness is reached in these schools. Who does not remember the expanse of rough, smoky wall, relieved by nothing save, perhaps, a dusty line of cobwebs along the angles? The old rusty stove, broken perhaps, and minus a leg; the drunken pipe that zigzags its way to the smokiest part of the room, the dilapidated wood-box, the patched blackboard, the dusty, uncurtained windows, the grimy, uncomfortable benches (the bane of all country schools), where little forms lose all their grace, and little faces grow weary and pitiful—all these are parts of the average district school.

Yet fond parents send their children to these places, and earnest teachers stand there working for them, and both think they ask a possible thing when they urge the young creatures to be good, to be ambitious, to practice all the virtues. Can a child be good when the love of beauty and comfort which God has planted in its heart is outraged every hour by its surroundings? Teachers, parents, ask yourselves this question; ponder it carefully, then answer it in *works*, not *words*. If the above be a picture of *your* school-room, begin the work of beautifying it to-day. The labor belongs to parents as well as to teachers, but we know by experience how hard it is for teachers to impress parents with this fact, especially in the district schools, in whose behalf we write. We say, however, to every teacher, "Begin the work." The children will prove earnest little helpers, and often impart their enthusiasm to apathetic parents. The first requisites are soap, water, and whitewash. Cleanse the building and the plat of ground surrounding it. If you can, take Saturday for the work; this will show that you do not desire to interfere with the school programme; that you are willing to sacrifice something for the beauty of the room, and will inspire the pupils with a desire to "clean up." Divide your little army of volunteers into companies, giving each division its own work. On this day the "big boys"—bless the roguish, boisterous creatures!—will prove the best of workers. Encourage them by judicious smiles, and they will do all the hardest work, leaving the easy and ornamental part for the girls. The uncomfortable benches cannot be remodeled, but they can be cleaned; the smoky wall whitened; the stove polished; the floor and windows washed; and the yard freed from all its *debris*. Then your tired little band

must be sent to their homes, after you have informed them of some articles they might furnish "to make our house pretty." They rush off to sound the praises of the clean room, and nine out of every ten appear on Monday with some contribution. Some may be wholly unfit for your purpose, but some means may be found of urging Johnny to donate his ugly glaring print to the girls' playhouse, and of disposing of Susie's impossible cotton-flannel cat, without wounding the loving little donors. If the house has no closets, have the large boys make a corner cupboard, to hold the broom, pails, wood, and all unsightly paraphernalia; paint or stain this cupboard, if possible.

Country teachers are rarely burdened with the "filthy lucre," so desirable when one begins to indulge in adornments. Mindful of this we will name some cheap, yet tasteful articles that may be easily made. To begin with mottoes: These may be made of evergreen, but they are more durable, and even prettier, when cut from the dark blue or green paper sold by all stationers, and faced and tipped with a narrow line of gilt paper. The letters should be of ornamental patterns, and be fastened on the wall with pin-head tacks. At the usual elevation of mottoes, the tacks are not visible. The paper need not be attached to pasteboard. For small mottoes, to be framed with evergreen or rustic work, take white card board and trace the letters and accompanying vines on it. Then paste dried fern leaves and other leaves over the tracing and you have a motto quite as beautiful as many that can be purchased. For cheap frames, encourage the boys to whittle out strips of pine, dip them into a strong solution of logwood, and glue them into the shape of common rustic frames. They look nearly as well as walnut. For money to buy pictures, get parents to contribute, deny yourself some luxury, or give an evening entertainment, conducted by the school, always stating clearly for what purpose the money is to be used. *Select the pictures yourself.* Have nothing glaring; quiet, tinted landscapes, children at play, animals resting, these have a charm for any one, though they are nothing more pretentious than lithographs. Procure a large chromo or engraving for the front of the room, if possible, and let it be a subject from which many an instructive "talk" can be had. We know of nothing better for this purpose than a portrait of Washington, Longfellow, Bryant, or some other noted personage.

Brackets can be made in the same manner as the rustic frames. We know no prettier design for the front of the room than a paper motto arched above this large picture, or a group of small pictures, and a bracket placed each side, upholding a vase from which Madeira vines run along the wall and twine among the letters of the motto. English ivy is a beautiful vine for this purpose; in fact, any vine looks well on white walls. Have some plants, even if they are wild plants, and make rustic or wire hanging baskets for moss and vines. In winter, when plants freeze in your school-room, replace these vines with the common partridge berry, whose green leaves and scarlet berries are always beautiful, and your moss and vine will grow all winter. Perforated card wall-pockets, worked with bright zephyr, are very pretty. Strips of tinted paper, sewed with zephyr into the usual diamond form for card-pockets make beautiful receptacles for ferns and pressed autumn leaves. Men must usually delegate these two classes of ornaments to the young ladies. In autumn, gather maple leaves, press and varnish them, and you have material for wreaths, crosses, anchors, etc., whose beauty is unfading. The stems from bunches of raisins, dipped in melted red wax, form good imitations of coral branches, and from these, pretty baskets, brackets, and small frames can be constructed. Encourage your pupils to make geological and botanical collections. Very young children, with a little instruction, can classify the common rocks and earths, and learn the parts of plants and flowers in an incredibly short time.

Last, not least, however, comes the teacher and his appearance. It is not necessary that this individual possess a faultless, beautiful face and figure. But there should be on his face a kindly and intelligent expression, which constitutes the chief charm of any countenance. A teacher's attire should be in good taste, and suited to the dimensions of his purse. However cheap the material, let it never be slovenly, gaudy, or monotonous. With this room, and this teacher, few children will turn away from school with dislike. A new interest in the place, and new care for it, will instantly be manifest, and one week's enjoyment will amply repay all trouble and expense.—*Cor. Chicago Educational Weekly.*

Enter the school-room in a calm, cheerful frame of mind, and to this end, enter your closet first.

RED RIDING-HOOD.

On the wide lawn the snow lay deep,
Ridged o'er with many a drifted heap;
The wind that through the pine-trees sung
The naked elm boughs tossed and swung;
While through the window, frosty-starred,
Against the sunset purple barred,
We saw the somber crow flap by,
The hawk's gray fleck along the sky,
The crested blue-jay flitting swift,
The squirrel poising on the drift,
Erect, alert, his thick gray tail
Set to the north wind like a sail.

It came to pass, our little lass,
With flattened face against the glass,
And eyes in which the tender dew
Of pity shone, stood gazing through
The narrow space her rosy lips
Had melted from the frost's eclipse:
"Oh, see," she cried, "the poor blue-jays!
What is it that the black crow says?
The squirrel lifts his little legs
Because he has no hands, and begs;
He's asking for my nuts, I know;
May I not feed them on the snow?"

Half lost within her boots, her head
Warm-sheltered in her hood of red,
Her plaid skirt close about her drawn,
She floundered down the wintry lawn;
Now struggling through the misty veil
Blown round her by the shrieking gale;
Now sinking in a drift so low
Her scarlet hood could scarcely show
Its dash of color on the snow.

She dropped for bird and beast forlorn
Her little store of nuts and corn,
And thus her timid guests bespoke:
"Come, squirrel, from your hollow oak,—
Come, black old crow,—come, poor blue-jay,
Before your supper's blown away!
Don't be afraid; we all are good;
And I'm mamma's Red Riding-Hood!"

O Thou, whose care is over all,
Who heedest e'en the sparrow's fall,
Keep in the little maiden's breast
The pity which is now its guest!
Let not her cultured years make less
The childhood charm of tenderness;
But let her feel as well as know,
Nor harder with her polish grow!
Unmoved by sentimental grief
That wails along some printed leaf,
But, prompt with kindly word and deed
To own the claims of all who need,
Let the grown woman's self make good
The promise of Red Riding-Hood!

—*John Greenleaf Whittier in St. Nicholas for May.*

LIBERAL EDUCATION FOR WOMEN.

If a foreigner were to examine the lists of colleges which admit women, he would be satisfied that the women had no more to ask for, and yet we who know the actual facts must recognize the truth that the number of real colleges which admit them to their advantages is very small. A sharp line—that of co-education—divides them into two clearly marked classes; and, with one exception, this line divides them fairly as to requirements and character of work. A liberal education is not understood to be one which fits for any special work in life, but it does propose to furnish a platform of mental training wide enough and strong enough to bear any superstructure which it may be afterwards desirable to raise upon it. It is for this very reason that it cannot logically make any difference in its work for the two sexes. Its idea is to put human beings into as full possession of their faculties as they can attain, minus the training of actual life. And woman for her life, as well as man for his, is better fitted for every part of her coming problem with the training which this and only this gives. Afterward the professional school, or her circumstances, shall train her for her special work. But so far as the college training goes, it can not logically concern itself whether its subjects are men or women. When it does, and attempts so to modify the usual evenly balanced training as to suit the special mental nature of women, we almost certainly discover in its work a less vigorous method, and consequently a lower standard of demands and acquirements. The men's colleges admitting both sexes, and making no special provision for women, which is the same thing as offering equal advantages, are Michigan, Cornell, and Boston University. The one which, though exclusively for women, is yet consistently and persistently holding to the same standard, is Smith. The two which, freighted with a preparatory department, are being dragged down by it, are Vassar and Wellesley.

When any college attempts to be a "college in education, but a family in government," it attempts an impossible combination, for the idea which lies at the basis of the college is radically different from that at the basis of the family. We might as well attempt to combine the necessary severity of the punishment for crime by the State with the infinite tenderness of forgiveness of sin by the church. A family

of two hundred members is an impossibility as much as a square circle. We must choose between the two. If the government of the family be better for the girl, let her have it. But if the education of the college be desirable, that and that alone must be demanded.

We are brought again to the first point, that college education, if it is to be of real value, must not take into view the difference of sex, but must make its course of study and training such as will best put the human mind into possession of its faculties. Smith College stands thus alone. Entirely independent of Amherst—as much so as Yale or Harvard—it presents to us a college exclusively for women with no exclusively woman's standard. For admission it makes as much demand in geometry as Princeton, Amherst, Columbia, or Yale; in algebra, as much as Columbia or Amherst. * * * *

The question that has been raised by some as to what the young women graduates of our colleges shall do, does not seem to be any more pertinent than the equally persistent question, What shall the young men graduates do? The latter will go on in life; a few, a very few, will become prominent lawyers, statesmen, physicians, clergymen, writers; a large number will become steady merchants and business men, fathers of families, useful members of the great frame-work of society; a considerable number will not be even that, and will be lost sight of after a few years. Because a man has had a college education, he is not necessarily a marked man; but if he has rightly used the opportunities offered to him at any well ordered college, his whole life will be broadened and steadied, whatever relations he may come to hold to society, and society or solitude will be found to yield to him all its possibilities. And so it will be with the women. They will come back from their college life to their homes with a broader appreciation of the value of those homes. They will find their own places. Some few will go on into professional life. Schools are eagerly watching to utilize all who may choose to labor in that line for an independent life, and they will start fairly in the work of teaching, and hence not break down physically in it. Some will give us books which will, we trust, savor more of the impartiality and breadth of the writings of the English women than of the flippancy and superficiality of the American style. The majority will organize homes of their own, will become, like the men, heads of families, and their

whole lives in all their details will, like those of the men, be broadened and steadied by their college training. They will hold their lives in their own control, and not be swept away by the force of undisciplined impulses. These will be the majority. No inconsiderable percentage, as with the young men, will make no mark. We are not to trouble ourselves so much as to what the young women graduates shall do, any more than about what the young men graduates shall do. They will go to their own place.—*Anna C. Brackett, in Harper's Magazine for April.*

TEACHING CHILDREN THE NEWS OF THE DAY.

Miss Mitchell, teacher of First Grammar Grade in the Washington School, Pittsburg, Pa., has introduced a new and brilliant feature into her school exercises. It consists of a discussion of the news of the day between the pupils and teacher, the first half-hour of the morning being devoted to that exercise. The words, "*The Bulletin*," are drawn on the blackboard in large German text letters, and immediately below, in newspaper style, are head-lines similar to those employed by daily papers in giving the points of the most important news, and each head-line is taken up by the school, and a general interchange of views takes place between teacher and pupils. The *Bulletin* is the daily paper of that room, and an editor is elected by the school every month, whose duty it is to examine the Pittsburgh papers every morning, and to write down on the blackboard, before school hours, the points for discussion; to give a head-line resume of the news of the day, as it were, and if he exhibits capacity for the work intrusted to him, he is often re-elected to his high position. At the time of the visit of the representative of the New York *Weekly*, Fred Wallace was the editor, and it was ascertained that he gave entire satisfaction. Of course, the discussion does not take in news of every description, but only of the most interesting character. It includes the proceedings of Congress, foreign news, editorial topics, local news, etc., etc. This exercise is regarded as part of their school work, and is entered into by every pupil with the greatest possible interest, and many of them, whose parents can afford it, purchase a paper every morning and study its entire contents, just as they do their grammar, geography and arithmetic. By means of the *Bulletin*

every scholar learns the important news of the day, and is enabled to understand the various great questions which agitate the public mind The value of an exercise of this kind is beyond description, and it is hoped that it will soon become an established custom in every public school in this country.

Miss Mitchell is a young teacher of great capacity, and, as the pioneer, deserves special honor and commendation.—*N. Y. Weekly.*

GOOD BEHAVIOR IN SCHOOLS.

Among the newspaper items of the last few months our attention has often been arrested by instances where schoolboys, and in some instances at a very early age, have stabbed each other, and given mortal wounds. This fact alone shows a frightful state of school-discipline and training. If boys were properly managed, they would never entertain or give away to such murderous passions. These outbursts of violent temper are of recent manifestation; for we do not remember ever to have seen anything of the kind in former years.

Indeed, if we examine into the change that has been going on in our New England schools during the last quarter of a century, we shall not wonder at any instance of insubordination or evil passion that might happen there. The teachers of our district schools are largely furnished from the female sex, some of whom are hardly experienced enough to be anything more than pupils themselves, and who, consequently, have but feeble powers for representing authority over unruly, ill-bred children, and commanding their respect. Woman is not a proper representative authority at any rate. Even in her own household, with her own children and servants she is sustained by her husband in exacting obedience, or she would fail. If the young school-mistress could gain the love of her pupils, she might get along with them, without much detriment to society; but this she can not always do, especially with rowdy boys. It is not many years since that we heard of an instance where a Massachusetts schoolmistress was stoned by her own boy pupils, from the effects of which, being of a highly sensitive nature, she died. If the case had been reversed—if she, instead of being stoned, had whipped one of the boys who did—the newspapers, following habit rather than thought—would probably have commented very severely on the cru-

elty and indiscretion of the teacher. Nothing is more common than to see the newspapers, in alluding to school discipline, express ideas that originated a century ago, and have been handed down as a tradition which has no application at all to the facts of the present day.

A century ago and less, all our district schools in New England were taught by male teachers during the winter term of the schools; and they were carefully selected with a view to maintaining discipline, which they usually made it a point to do, and seldom then did the parent ever decide with a bad child against the teacher. The consequence was that for half the year the school were under authority. The people then saw and understood the value of school discipline, and of maintaining the idea of authority; for they were entering on the experiment of free popular government, in which the idea of authority would run the risk of being lost sight of. Respect for authority was regarded as no small part of school education; and the Congregational minister a graduate of some college, probably, in which authority as well as the humanities was preserved, used to visit the schools and sustain the teacher with the sanctions of religion and high learning. It was he who gave the first rudiments of good behavior in our schools.

But now, our schools, both summer and winter, are largely under the tuition, I will not say management, of women. At the very time when authority in our schools is doubly necessary from the laxity occasioned by the licentious tone that politics gives to society, then it is that the gentler sex is taking the place of men as teachers, and authority is thus being relaxed.

What then is to be done, unless we seek to supply the defect by "system," by a course of regular instruction in good behavior, thus bringing forward rules and laws to take the place of the rod, which has lost its force? It is useless to expect that a very large portion of our district school teachers can, by their own weight, maintain that order and respect for decent manners in their schools which our form of government renders peculiarly necessary. The most that many of them can do is to drag along from day to day in the painful, often agonized condition of being constantly cowed by their pupils, until their term finally closes, with no other effect, often, than an

injury to their own health and an increased tendency of the community towards bad manners. If committeemen are called in to decide between teacher and pupil, these men themselves are often but mere Dogberrys, knowing little of what their duties are.

Such is the condition of American society generally, and especially of our primary schools, with respect to manners, that it would take a long time to restore them to what they formerly were. It can never be done by mere individual efforts. It must be the result of a system, carefully adapted and sedulously followed out by all. Teacher and pupil must both have a standard to which they must conform; and it must be adhered to with a sense of honor as the law and authority of the school, which it would be improper if not disgraceful to infringe. To lay the foundation of such a system, and carry it into operation, even when once agreed upon and adopted, would require a generation of time; and a much longer period still to produce its full beneficial effect upon society.—J. W. PHELPS, *in N. Y. School Journal.*

The following questions were given to a class of 24 pupils in the High School at Flint, Michigan, after they had passed the study of the subject for 10 weeks in Orton's Zoology. The average of the class was 16¼ years. Seventeen passed 90 per cent. or over, the average of all being 90.95 per cent. What class in Wisconsin will do better?—EDS.

1. State as fully as you can, four differences between the Plant and Animal. Are these distinctions *real* after all, and why?
2. What are the principal elements of our food? In what form is it obtained? What constitutes the food of the majority of animals?
3. Illustrate four different modes of drinking.
4. What are organs of prehension? Describe the prehensile organs of the sponge, star-fish, lobster, toad, fish, birds, man,
5. Describe the mouth of vertebrates.
6. What dental apparatus has the sea urchin? the birds? toads? whale? How many and names of teeth of man? Which of these are lacking in the squirrel, and why?
7. Describe fully the digestive process in man,
8. Describe the absorbent system in the vertebrates.
9. What are the constituents of the blood? Describe the circulation of the blood in the caterpillar; in the crocodile.
10. What is the object of respiration? How is this performed in the bee? in the bird? in man?

OFFICIAL DEPARTMENT.

OPINIONS.

RIGHTS AND POWERS OF DISTRICTS.

Q. Our district was formed (from another district), organized, received its share of valuation of property, had a school, is building a school-house, etc., and now it appears the fact of its formation was not recorded by the town clerk. Has our district no legal existence?

A. Your existence and rights, as a district are doubtless susceptible of proof, if called in question. Let some of the old town board, still in office, certify to the fact of the formation, and let the town clerk record it.

Q. Our district No. 3, having been set off from No. 1, a share of the valuation of the property of the old one awarded us, this amount already raised, certified, assessed and collected, the treasurer of No. 1 refuses to pay over the money because no record of the formation of the new district is now to be found. Is he justified in the refusal?

A. He is not. The fact of the formation of the district can doubtless be shown. The money can be recovered, if not paid.

Q. What is to be done where a newly formed district finds it has no legal officers?

A. The persons who have been acting, or other voters should inform the town board of the circumstances, that they may call a meeting, under Section 4, and that the district may be organized anew.

Q. We selected a site, built a school house, hiring money of the state, took a lease of the land for 25 years, but neglected to have it recorded. Now the farm has been sold, and the present owner claims the school-house. Can we hold it?

A. The school laws make no provision for such a case. I do not think you would be debarred from moving the school-house to another site, but you can settle the matter by having the town board establish the present site, under Sections 78-82, if you cannot make terms with the owner of the farm, and in that way you can get a good title to the site.

Q. We have a graded school. A year ago come July, we voted to elect officers for one year only. Was that legal?

A. It was not. The law fixes the terms of district officers, whether the school is graded or not. The district has no power to shorten or lengthen the term. All terms after the first two years are for three years each. (Sec. 31.)

Q. Is it lawful to put a lightning-rod on a school-house, and is it recommended?

A. It must be considered lawful, if the district so directs. Public opinion is divided as to the general utility of the measure. Scientifically considered, it is probably a protection. The trouble is that the rods are often made and put up by incompetent persons, and thus many people have lost confidence in them.

DISTRICT OFFICERS.

Q. The director being sick, can the other officers bring a suit to recover money due the district?

A. They will not do it on their own motion, but either of them or some other person may be designated by the district to bring suit.

Q. Can I, as clerk, lawfully draw an order to pay the teacher, the contract, signed by the director and treasurer, never having been filed with me?

A. If you know that such a contract has been made, and that the teacher holds a certificate you can lawfully draw the order, but if you have doubts about it, you may reasonbly demand to see the contract, and the certificate also, or copy thereof. A copy of the certificate should be attached to the contract.

THE TEACHER.

Q. Must I stop teaching a pupil, on the request of the board, on the ground that he does not belong in the district, and that the payment of tuition is refused?

A. That would be proper. The board and not the teacher determines who are to be taught.

Q. Is it unlawful for a teacher to punish with whip or ferule?

A. There is no prohibitory statute. Under the common law, as the courts have held, a teacher may punish if deemed necessary, in a moderate measure and in an ordinary manner. Of course great care should be used.

Q. A contract is made with a qualified teacher. A few days after

her certificate runs out, but she obtains another before school begins. Is the contract good?

A. It must be so considered. She renewed her legal qualification to teach, in time.

THE COUNTY SUPERINTENDENT.

Q. Can the county superintendent justly refuse me a 2d grade certificate, when I have received one in two adjoining counties?

A. That depends on whether his standard is too high or that in the other counties too low. He is not bound to grant you one simply because you have had one before.

Q. Can a county superintendent order an expenditure of say $150 to render a two-story school-house safe to occupy?

A. The law makes no provision for such a case. A school-house beyond repair may be condemned, and any necessary repair may be ordered to the extent of $25. To meet the case mentioned, advice and persuasion seem to be the most available means.

MISCELLANEOUS.

Q. Are scholars and the teacher liable for injuries to the school-house, breaking glass, etc.?

A. Not for injuries arising while using proper care. If a boy wilfully throws a stone, or a teacher angrily a ruler, through a window, let him pay for the damage done.

Q. Can school or district money, in any case, be paid or distributed to individuals?

A. The law provides for no case of the kind except in section 14. If too much money has been collected by mistake, of a tax paver, if the error is discovered in season, the account may be adjusted and the money handed back.

FREE HIGH-SCHOOLS.

Q. Can a city with more than two districts have more than two free high-schools?

A. Towns and cities not under the district system, can have but two such schools. Cities having districts are "entitled to all the privileges conferred upon towns," but to no more. They can have but two such schools. Chap. 249, Laws of 1877.

Q. Are not high schools which have been in operation several years entitled, under chapter 249 of the laws of 1877, to receive aid the same as those which drew money last December or subsequently?

A. The law is not retroactive; money cannot be paid on schools which were not established, or placed under the law, as it stood before the amendment of last winter; high schools already established which report before the 10th of October next, not less than 13 weeks of school during the "previous (school) year" and subsequent to the time when the law took effect, March 22, and which otherwise comply with the law, will be entitled to share in the aid disbursed in December next.

CORRESPONDENCE.

WORDS FROM A RETIRING TEACHER.

The following letter, though not written for publication, contains some good thoughts which the writer will pardon us, we trust, for making public:

REV. J. B. PRADT, *Dear Sir:*—Being no longer a teacher, I wish to discontinue my subscription for the JOURNAL. * * * Please do not understand that this is a new and sudden makeshift, for it is the realization of a purpose formed years ago. I have read the JOURNAL with interest and profit; and hope that the time is not far distant when I shall be at leisure to become a student of its pages again. Whatever success may attend my future, the discipline that teaching has given me, shall receive a just credit for that success. Judging from the limited acquaintance that I have had with young persons who have taught, I do not consider that success in teaching depends so much upon the fact that the teacher intends to make teaching a life work, as it does upon the whole-heartedness with which he performs his work, and upon the ambition with which he is spurred on to something beyond his present position. Success in that which has been undertaken, gives assurance of success in that which has not been undertaken. The processes of reasoning and habits of calculation that enter into one success, enter very easily into another.

Having just stepped out of the ranks, I think and speak freely of times past, and, were it possible, feel a deeper interest in the future school work of the State. The existing condition of affairs presents one with a ludicrous yet solemn spectacle.

Patrons are blaming teachers because they do their work so poorly, blaming school officers for employing such poor teachers, and blaming professors for educating such; though, very likely they are themselves the parents of individuals that have been presented to the State as teachers.

On the other hand, professors are blaming patrons and school officers for their gross ignorance, and for the poor quality of students that they furnish, though the professors may have been the direct means of educating the one, and the indirect means of educating the other. The teacher is really the bone of contention between two contending parties, but rolls around so that neither party is satisfied, and finally gets out of their way.

This is an amusing though stubborn fact. But this outburst of dissatisfaction is the precursor of a revolution that will take place in our schools. More intelligence will reign, but men must be bred and educated before the desired results can be brought about.

The mere matter of bidding high for the desired labor will not produce the desired results. Money never made a poet, never made a historian, never made a statesman, and I have my doubts about its efficiency in producing the men we want for school work. Money never made a man, but man made the money; and he who receives a moneyed compensation from an unsolicited patronage, possesses the greatest power over his fellow man. Money used as a stimulant, like all stimulants, leaves the patient in a

bad condition. Could we be wise and view things as they are, and not as we desire them to be, we should be spared from many a fretful hour, and many a painful disappointment.

Am well pleased with the report in the February number of the JOURNAL, by Prof. Searing. I look upon it as being the first ray of a dawn that is to break upon the darkness in which theorists have groped. There is something tangible about it, something that we can see and act upon, instead of being a vague theory to be blown away by a fitful blast from the next man's trumpet. * * * When county and district officers and teachers have their duties well defined, we may expect our school-work better and more evenly performed. The report aims in the right direction. Hope that it will soon be put into execution. * * * *

INTEREST.---GEOMETRY.

DEAR SIR:—I am not the only teacher that has condemned the "Connecticut Rule" for finding the sum due on a note, on which partial payments have been made, and finding the rule in the text-books interpreted strictly, involving an absurdity, in case of the payment at the time made exceeding the interest then accrued, but at the end of the year less, I wrote to the Chief Justice of the Supreme Court of the State of Connecticut, asking for information; and his answer, in a few words, revealed my own stupidity, and the entire reasonableness of the rule; in fact, that it is the *only reasonable rule*, unless interest is to be allowed upon interest.

I have not his letter by me, and will state the principle as clearly as I can. Interest is regarded as *equitably* due at the end of each year, but if the lender has neglected to collect his interest when due or to draw his note so that he can collect it when equitably due, the law will not relieve him from the results of his own neglect. In case a payment is made before the end of the year, this payment will be allowed to draw interest until the end of the year, when interest becomes equitably due, and the surplus of payment, if any will be deducted from the face, giving a diminished principal for the next year. If no payment is made at the end of the year, the interest is simply set aside, to be added to the next year's interest. If, during the second year, a payment be made, so much of it as will pay the interest past due will be so used, and the surplus of payment, if any, will draw interest until the end of the second year, and so on. In fact, when the underlying principle is understood, any person sufficiently advanced to study interest could make his own rule.

Your Geometrical Proposition you say is "certainly worthy of a place" in a text-book on Geometry. Does not this assertion need to be modified by some clause like this, "If it can be shown that it is subsidiary to any important Mathematical truth?

Waupun. C. C. BAILEY.

THE USE OF "AS."

DEAR SIRS:—Respecting your Grammatical Question, How parse "as" in the sentence, "I give such facts as have a bearing on the subject," allow me to say, that I have found no better way of disposing of it, than that suggested by Prof. Nutting in

Nutting's Grammar. He says it is to be parsed as used elliptically as a relative pronoun in such cases; the ellipsis supplied, the sentence might be read, "I give you such facts as those are which etc." "As have a bearing, etc," I regard an adverbial clause modifying such. C. C. BAYLEY.

EDITORS JOURNAL:—Allow me to submit the following method of disposing of the question given by Inquirer in the May number in the sentence, "I give such facts as have a bearing on the case." *As* is a pronoun because it used instead of the noun, *facts*. It is a relative pronoun because it joins to its antecedent a descriptive clause. The clause is relative because it is connected to the principal clause by a relative pronoun. Kerl is my authority. E. T. FITCH.

Pepin.

As is a relative pronoun because it relates to *facts* as its antecendent in such a way as to connect with it a dependent clause. The clause connected by *as* is an adjective clause, and describes facts. C. A. PREVEY.

Wilton.

EDITORS JOURNAL:—Allow me to submit the following as an answer to the inquiry in the May number signed "Inquirer:" I think *as* in the sentence, "I give such facts as have a bearing on the case," is a relative pronoun, for *as* used after *such* and *many* is a relative pronoun,—the sentence meaning, I give those facts which have a bearing on the case.

The clause, *as have a bearing on the case*, modifies *such* facts, being an adjective element telling the nature of the facts. G. M.

Kilbourn City.

EDITORS JOURNAL:—I would answer "Inquirer's" questions as follows: As the sentence stands, *as* is a pronoun. If we supply the ellipsis, making it "I give such facts as *those* which have &c.," then *as* becomes a preposition. Clark is my authority. Cicero says we should not merely take any authority, but should reason for ourselves, or words to that effect, but this seems correct to me. The second clause modifies facts.

I thank "C. A. M." and Mr. Slack for their statements of the sentence "What time &c.," and am not only *almost* but *fully* persuaded that they are right. W. I.

Star Prairie, St. Croix Co.

QUESTIONS.

A correspondent asks the following questions. We answer the first three briefly, and leave the fourth for discussion, with the single remark that prevailing and reputable local usage should not be ignored, as to the pronunciation of geographical names when the pronunciation is not otherwise determined:

1. Does the law of this state forbid corporal punishment?

It does not.

2. Is the canal between the Fox and Wisconsin rivers navigable for steamboats, and now in use?

We suppose it to be navigable and in use by small steamers, if they wish to pass, but the Wisconsin river has not yet been made permanently navigable.

3. Is there any mountain known higher than Mt. Everest?

Late authorities give it as the highest in the world—29,002 feet.

4. Should we follow Webster's Dictionary in the pronunciation of names of places when it differs therein from the usage of the population of the respective places? E.g., the dictionary gives the pronunciation "Chattanooga," while the inhabitants of the city pronounce it "Chattanoga." It is generally assumed that a language is based on the common consent of the people speaking it, that usage is the foundation of and gives authority to its rules. Moreover, in the pronunciation of foreign names of places, we imitate, as far as practicable, that of the inhabitants of such places. Ought not, therefore, the pronunciation of the names of places in this country by their inhabitants to be respected? Unity is highly desirable, and the best method of attaining it otherwise would be conformity to the directions of the most approved dictionary; but I think the people of a place, region or district, possess a prerogative in agreeing upon and determining the pronunciation of the name of such place, region, district or country. Their pronunciation ought to be ascertained and followed by those, at least, who are allied to them by a community of country or language.

Hillsboro. A. SETZEPFAND.

LITTLEFIELD'S PROPOSITION.

EDITORS JOURNAL:—The following seems to me a very concise demonstration of the "new theorem" presented by Mr. W. J. Brier, in the May No. of the Journal:

Let a, b, and c, be the sides of a given triangle.

Let ma, mb, and mc be the corresponding medial lines of the same triangle.

Then

$$2\,(ma^2) = b^2 + c^2 - \frac{a^2}{2},\quad 2\,(mb^2) = a^2 + c^2 - \frac{b^2}{2} \text{ and } 2\,(mc^2) = a^2 + b^2 - \frac{c^2}{2}.$$

Clear these equations of fractions and add them, and we have

$$4\,[(ma^2) + (mb^2) + (mc^2)] = 3\,(a^2 + b^2 + c^2).$$

Now, let A, B, and C be the corresponding outer lines, and then

$$ma = \frac{A}{2},\quad mb = \frac{B}{2} \text{ and } mc = \frac{C}{2}.$$

Clear these equations of fractions and add their squares, and the result is

$$4\,[(ma^2) + (mb^2) + (mc^2)] = A^2 + B^2 + C^2. \qquad \text{Hence}$$

$$A^2 + B^2 + C^2 = 3\,(a^2 + b^2 + c^2). \text{ Q. E. D.}$$

It will be seen that there are only *two* principal truths upon which the demonstration is based: (a) The value of the medial lines in terms of the sides of the given triangle, (a truth brought out in all the texts, I believe.) (b) The value of the medial lines in terms of the outer lines, (a truth not often developed at all.)

If any one finds the least difficulty in following the demonstration without a diagram, a glance at the figure in the May No. will be quite sufficient.

S. S. ROCKWOOD.

Whitewater Normal School.

EDITORS JOURNAL EDUCATION:—I submit the following solution of an arithmetical question, in the March number of the Journal:

Question.—Find to five decimal places the sum of the fractions

$$\frac{1}{1},\ \frac{1}{2},\ \frac{1}{2.3},\ \frac{1}{2.3.4},\ \frac{1}{2.3.4.5},\ \frac{1}{2.3.4.5.6},\ \frac{1}{2.3.4.5.6.7},\ \frac{1}{2.3.4.5.6.7.8},\ \frac{1}{2.3.4.5.6.7.8.9}$$

I consider the dots used the sign of multiplication. The same sign is used in Davies' Algebra, and I have seen it used in arithmetical work. Then the denominators are the products of the numbers given in each denominator. Therefore,

$$\begin{aligned}
\frac{1}{1} &= 1;\\
\frac{1}{2} &= .5;\\
\frac{1}{2.3} &= .16666;\\
\frac{1}{2.3.4} &= .04166;\\
\frac{1}{2.3.4.5} &= .00833;\\
\frac{1}{2.3.4.5.6} &= .00138;\\
\frac{1}{2.3.4.5.6.7} &= .00019;\\
\frac{1}{2.3.4.5.6.7.8} &= .00002;\\
\frac{1}{2.3.4.5.6.7.8.9} &= .00000;\\
\hline
& \quad 1.71824
\end{aligned}$$

C. A. P.

L. S. sends us a solution of an Arithmetical Puzzle printed on page 413, October number, 1876, probably not noticing that three out of more than twenty solutions received, are to be found on page 490 of the December number.

In addition to the demonstration in this number by Prof. Rockwood of the Geometrical Proposition given in our last, we have received an elaborate one from Berlin, the joint production of Messrs. E. Beckwith and F. Howard, and another from Mr. R. A. Bunn, of Galesville. Want of space and the difficulty of getting up the accompanying diagrams prevent us from publishing them. Our acknowledgments are due, however, to these gentlemen for their contribution.

[The following from Richland county, crowded out last month, is by no means outlawed.]

EDITORS JOURNAL:—The Institute just closed is probably one of the best ever held in the county. The teachers were much more prompt in responding than is common at Institutes. This is a good indication that our teachers are improving. The examinations also indicate a much higher standard.

Our graded and town high schools have all been crowded for the last six or eight months. Nearly all of our teachers, who are to teach the coming term, have attended some of the schools.

We have a Library Association of about 75 members, and 48 volumes in the library. Cash on hand, $25. We also have a Teachers' Association that meets every month. At the last meeting 60 teachers were present. I think on the whole, that Richland county is advancing educationally. Respectfully, D. D. PARSONS, Co. Supt.

[Who will say that the following suggestion of Prof. Chamberlin is not a wise one? He will pardon the publication of the same.—EDS.]

WHITEWATER, WIS., May 19, 1877.

PROF. SEARING, *Dear Sir:*—Why do not the teachers of the State especially interested in language and literature form an association which should meet once or twice a year to discuss literary and philological subjects? We hear of Academies of the Arts and Sciences, of Scientific Associations, Schools, Excursions and the like, and every one admires the interest and enthusiasm in their work, which scientists manifest. Might not teachers of language remove, in a measure at least, the opprobrium often cast upon the study of Latin and Greek, by showing, after the manner of scientists, that they are not dead themselves, if they do teach the so-called "dead languages?" The position of importance to which the Science of Language has risen within the few years past; the interesting and valuable discoveries in "classic lands;" the prominent place the study of English Literature has assumed,—all unite in urging teachers in this department to new interest and life in their work. There certainly is no sufficient reason for the too prevalent feeling that the study of the languages, and especially the Latin and Greek, are "*necessary evils*" connected with our higher course.

An active, earnest, *working* association might do something toward relieving this condition of things as well as greatly benefiting its members.

Very truly yours,

J. H. CHAMBERLIN.

PUBLIC OPINION ON THE "CONSPIRACY."

[We cannot forbear giving three or four specimen letters showing how the exposition of the "Text-Book Conspiracy" in our April issue was received in this and other States. The recent controversy was in no sense a personal one. The State Superintendent could have done absolutely nothing to defeat the vicious bill without the sympathy and co-operation of the educators of Wisconsin. His fight was their fight. They have a right and a desire to know to what extent the opposition met the notice and sympathy of men whose approval is best worth having. From the flood of letters recently received, we select and make room for only the four following, coming from representative men:]

(From President Merrill, Ripon College.)

RIPON, WIS., May 3, 1877.

MY DEAR SIR:—I have read your article on the "Text-Book Conspiracy" from an advance sheet. Its vigor, thoroughness, and candor are worthy of commendation. I think you should not have a moment's doubt that you will have on your side the good sense and virtue of the people of Wisconsin in opposing all jobs of this kind. Wishing you high success in all such unpleasant but needful work, I am,

Yours, very truly,

E. H. MERRILL.

(From President of Winona State Normal School, Minn.)

DEAR SIR: Accept my thanks for copy of WISCONSIN JOURNAL OF EDUCATION containing your fearless article upon the "Text-Book Conspiracy." We, in Minnesota, have the

greater respect for you and your manly course in this matter, because we are somewhat despondent under our own misfortunes.

Courtesy and the "broad mantle of charity" forbid a free expression of my views upon our own matters. I congratulate you upon your success, and I congratulate the people of the State of Wisconsin upon having an officer at the head of her educational affairs who gives to them the dignity and power they so well deserve among the great interests of the commonwealth.

I should be glad to get a dozen copies of the JOURNAL, or more, for distribution. If your edition will warrant it, please send them by express, sending bill, and I will remit at once. With respect,

Yours, very truly,

CHARLES H. MOREY.

(From President of a Pennsylvania State Normal School.)

EDINBORO, PA., May 4, 1877.

DEAR SIR:—I have read with great interest your account of "The Text-Book Conspiracy." I congratulate you on the success in opposing the scheme, and thank you for giving the public the history of the disgraceful conspiracy. Hoping all honest editors will give your account full publicity and sustain the true interests of education, I am, Very truly yours.

J. A. COOPER.

(From an "honest editor.")

LANCASTER, WIS., May 21, 1877.

DEAR SIR:—I regard your stand on the school-book question as a noble one, and I honor you for the energy you have manifested in breaking the success of the "ring." I have referred to the matter several times in the *Herald*, always to your credit, and have sent you some of the papers. Yours, etc.,

EDWARD POLLOCK,

Editor Grant County Herald.

EDITORIAL.

THREE BITS OF ADVICE.

1. Be cheerful. A cheerful, pleasant teacher whom children all "like," is truly in the school room what the sun is to the natural world. He attracts, and furnishes some of the most essential conditions of growth. His very presence is a stimulating influence, which cannot be defined, but can be felt, and its effects clearly seen.

Nothing can compensate for the absence of attractive qualities in the teacher. No intellectual attainments, no skill in teaching, can offset a peevish, irritable, or censorious spirit. Above all things keep an even, cheerful disposition. Without it success is impossible. With it the battle is more than half won.

2. But do not allow cheerfulness to degenerate into levity. Let it be tempered with self control, with firmness and decision. The successful teacher governs as well as pleases. Order must be the first specific thing sought for. It is *possible* for a

disorderly school to be the source of some profit, but it is not *probable* that it will be very useful, and it is certain that in such a school one of the most useful lessons that children can learn—self-controlled obedience—is never taught.

Insist upon prompt and unhesitating obedience, and upon an orderly conduct that is based upon the self-control of the pupil. Secure these things not by violent measures nor by loud words, but by a thorough mastery of yourself, and a purpose working as quietly but as irresistibly as gravity.

3. Exercise a constant influence over your pupils in respect to their morals and manners. Teach them to be considerate towards brute life, kind towards one another, courteous and respectful in their intercourse with all, and especially their elders, and to be truthful. In this line of influence our schools are very far from doing and being all they ought.

We can here learn a lesson from "heathen" China. The writer recently heard a native Chinese of rank and cultivation describe in a lecture the great attention paid in the schools of his country to the general matter of deportment. How to walk gracefully, how to sit down, how to pay respect and deference graded to various ages, how to conduct one's self in the street, how to converse, how to treat brothers and sisters and strangers, in fact the duties of the individual in his various social relations—are taught very minutely and form a large part of the formal education of Chinese youth. Whatever faults Chinese education may have, it certainly is effective in cultivating the virtues of courtesy and politeness—in fine in making, in external respects at least, a nation of true gentlemen.

We felt a little humiliation as we listened to the description of Chinese schools, and reflected how inferior our own are in the matter of any definite attempt to teach social duties and graces. Could we not profitably exchange some of the arithmetical knowledge imparted in our schools, but unknown in those of China, for a portion of that culture in deportment to which Chinese teachers give so much, and American teachers so little attention?

We repeat: Be cheerful; keep yourself and your school under quiet, orderly government; and teach by precept and example, lessons of truthfulness, benevolence, charity, courtesy—virtues not in the text-books, but high in the list of those which make up noble and manly character.

SOME GRAMMATICAL SUGGESTIONS.

Is "as" ever a pronoun?

English Grammar is considered by the average common school pupil as a study both difficult and uninteresting. We fear this is because the average teacher of said pupil lacks the accurate knowledge of and the interest in the branch which are requisite to interesting and successful instruction in it. The study of formal Grammar ought to be made one of the most delightful in the common school curriculum, and it can be so made by the teacher who sufficiently understands and appreciates it.

By Grammar we do not mean composition. To get a knowledge of the structure of our language, and to use that language fluently and correctly in speech or writing,

are two very different things. Grammatical knowledge comes from study of the anatomy of a language; skill in the use of language comes only from practice in composition. A good grammarian may not be a skillful—although he ought to be technically a correct—writer. Some of the best masters in English composition, on the other hand, never had any technical training in grammar to speak of.

Grammar is not nearly so difficult as the ignorance of the pupil too often imagines, or the ignorance of the teacher too frequently allows it to be. We propose giving one or two illustrations to show how certain imaginary difficulties in it may often be made to disappear,—how simplicity may be worked out of complexity.

Take as the first example the word "as" the use of which, in a certain instance, was the subject of a query in our last issue, to which several correspondents submit replies in the present number. The primary notion of the word "as" is *likeness*, *equality*, *similarity*, in manner or character. In all its uses it may probably be regarded as a conjunctive adverb, or (if preferred) adverbial conjunction. Yet this word is not unfrequently called, without any explanation—or sufficient explanation—a *relative pronoun*, a part of speech whose function is totally dissimilar. How can the tyro help becoming hopelessly puzzled and disgusted when a given word "may be anything the teacher pleases to call it," and no clew is given him by which he may guide his own uncertain steps through the mazy grammatical labyrinth?

The simple fact is, "as" is never a relative pronoun. It is always what we have termed it above. It may be a "convenient fiction" to call it a relative pronoun in such a sentence as the one given by our correspondent, but it is a fiction nevertheless. This becomes evident when we supply an obvious ellipsis in the sentence, "I give such facts as have a bearing on the subject,"—"as have" being clearly a shortened expression for "as (those which) have." The true relative is suppressed in every such instance.

If "as" is properly a relative pronoun in the above sentence, then in the sentence, "I give more facts than have a bearing," "than" must also be a relative. The same ellipsis very frequently occurs after both "than" and "as," and one of these words is no more a pronoun than the other. So far as we know "than" is never so called.

Shall we then cease calling "as" in such cases as the above a "relative?" Certainly; there is no excuse for so calling it except on the "convenient fiction" principle, and that is, upon the whole, productive of more trouble and perplexity than convenience.

It will be observed that one of our correspondents has substantially found the truth in Nutting's Grammar, although it would appear from his statement that this author (whose work we have not at hand) would have "as" parsed "elliptically as a pronoun." Bullion's Grammar, with more consistency, maintains that "the word *as* should not be considered a relative in any circumstances."

The same correspondent is also correct in regarding the clause, "as have a bearing, etc.," as an adverbial and not an adjective clause. The clause modifies "such" and not "facts." This must be evident after a little consideration. Here again will be found confirmation of our views respecting "as." If the latter is a pronoun the clause is adjective.

We shall next month preach a little sermon on another word, showing the simple idea that runs through and makes intelligible and interesting, even to children, its many uses.

WISCONSIN TEACHERS' ASSOCIATION.

Twenty-Fifth Annual Session, to be held at Green Bay, July 17-19, 1877.

PROGRAMME.

TUESDAY EVENING, JULY 17—8, P. M.

1. Address of Welcome.
2. Man's Place in the Universe—Rev. H. M. Simmons, Kenosha.

WEDNESDAY MORNING, July 18, 9, A. M—1, P. M.

1. Opening Exercises.
2. President's Address.
3. Business.
4. History of Wisconsin Teachers' Association—A. Salisbury, Whitewater.
5. Paper—Daily Preparation of the Teacher—Hattie Clark, La Crosse High School.
6. Course of Study for Mixed Schools—Report of Committee—R. Graham, S. Shaw, W. B. Minaghan.
7. Discussion of Report.
8. Promotion in Graded Schools—A. A. Miller, Waukesha.
9. General Business.

WEDNESDAY EVENING,—8 o'clock.

LECTURE.

THURSDAY MORNING, July 19.

1. Opening Exercises.
2. Reports of Committees.
3. Paper—Relation of Parent and Teacher—Ellen C. Jones, Sheboygan High School.
4. Kindergarten Instruction in Public Schools—Prof. W. W. Hailman, Milwaukee.
5. The Education Needed for The Citizen—Report of Committee—G. S. Albee, Wm. F. Phelps, W. H. Chandler.
6. Discussion of Report.
7. A Woman's Experience as Superintendent of Schools—Agnes Hosford, Supt. of Eau Claire Co.
8. Teutonism *vs.* Romanism—Sub-Lecture—Prof. R. B. Anderson, Madison.
9. General Business and Election of Officers.

THURSDAY EVENING.

7:30. Reports of Committees and Business.

8:30. Lecture—Enemies of Scientific Progress—Prof. Edward Olney, University of Michigan.

HOTEL RATES.—First National and Beaumont, $1.50 per day; Cook's Hotel, $2.00 per day.

RAILROADS.—The leading lines in the State return teachers at one-fifth full fare.

EXCURSION.—A steamboat excursion on the Bay, is planned for Thursday Afternoon.

M. T. PARK, *Pres't.*
H. C. HOWLAND, *Chr'n Ex. Com.*
L. D. HARVEY, *Sec'y.*

NEW PUBLICATIONS.

MANUAL OF VERTEBRATES OF NORTHERN U. S. By D. S. JORDAN, Professor of Nat. History in N. W. C. University, and Ind. Med. College. Chicago: JANSEN, McCLURG & Co. 342 pp., 12 mo; price $2.00.

Both author and publishers are entitled to great credit for the production of this volume. By the use of an ingenious system of artificial keys, the different species of vertebrates described may readily be identified by the student. The territory covered is that north of North Carolina and Tennessee, and east of Mississippi river, not including marine species. The call for such a book indicates that we are getting more "backbone" into our—in time past—somewhat superficial and molluscous treatment and study of science. Prof. Jordan has done an excellent work for the promotion of real solid science. The book is strongly commended, has already been widely introduced, and will soon be found, we doubt not, in our Normal Schools. The publishers have also done their part in a workmanlike and attractive manner.

FIRST ANNUAL REPORT OF THE STATE BOARD OF HEALTH, 1876. Madison: E. B. BOLENS, State Printer.

This report indicates progress. As a first one it is creditable to the Board. Among the more important papers, are: Typhoid Fever, Caused by Impure Water; Circular on Small Pox; Sewerage and Drainage; Construction and Ventilation of Public Buildings; Mental Hygiene; Food and Domestic Beverages; and Registration of Vital Statistics. We look to see the Board direct its special attention in the near future to the sanitary condition of our schools and school-houses.

THE PENNSYLVANIA SCHOOL JOURNAL for May completes the 25th Volume, making a total issue of of 300 numbers. We used to see it in its infancy—1853–4—as a county superintendent in the Keystone State, and have watched its growth, which, like that of other things pertaining to schools in that state, has been steady and healthful. The JOURNAL is to-day the oldest educational magazine, we suppose, in the country, having commenced in 1852; and considering the solid practical character of its varied contents, and the *large amount* of matter contained in each issue, it may safely be pronounced a most valuable one for the common school teacher or officer, especially in that State. It is very rich in local information of all that is going on. The present editors are Hon. J. P. Wickersham, State Superintendent, and J. P. McClaskey, Deputy Superintendent. Published at Lancaster, Penn., at $1.60 a year.

HARPER'S PERIODICALS.—The "Monthly," the "Weekly" and the "Bazaar" continue their issue, with unabated excellence, notwithstanding the death of Mr. Fletcher Harper who is generally understood to have exercised a sort of literary superintendence over them all. He had of course for some time back, as infirmity overtook him, withdrawn from his activity. It is said that he at one time thought of the issue of a daily, but gave it up, as the task would itself require the entire energy of a separate manager. We should be glad if the firm, now consisting of sons of the three brothers who have successively passed away, should see their way clear to add a Daily to their other periodical issues

NOTES.

There will be a meeting of the Wisconsin Academy of Science, Arts and Letters, at Racine on the 10th, 11th, and 12th of July. Mr. Hoy writes: "Come and enjoy the refreshing breezes of the Old Lake and the warm welcome of our beautiful homes."

The annual meeting of the Teacher's Association at Green Bay will be largely attended and cannot fail to prove interesting. Several college presidents of the State have promised to be present, including President Bascom, of the State University, who will make a hasty return from a visit to the East expressly to be at the meeting.

Prof. Rankin's second article on The Minus Sign will be read with no less interest than was his former one in the January issue. Every teacher and student of Algebra among our subscribers should read both these articles—or rather study them—carefully, as also Prof. Rockwood's criticism, in order that he may form an intelligent conclusion as to where the truth lies. The articles are of unusual value and interest.

The following is from an old Wisconsin teacher now in Minnesota: "Enclosed, please find $1.25 as called for in the accompanying bill. Of the several educational Journals which I take, I like yours the best." J. C. Y.

Messrs. Editors; "Love me, and tell me so," says Miss Ingelow. I wish to thank you personally for your earnest and untiring efforts to make the JOURNAL interesting and profitable. You may put me down for a life subsubscriber. W. I.

Any person having a copy of the annual report of the State Superintendent for 1875, in good condition, and not wishing to keep the same, will confer a favor by sending it to the Superintendent. The postage will be repaid. The supply of the report for the above year was long since exhausted.

No more sensible remarks concerning the higher education of women were ever made than those of Miss B ackett in an article republished in the present number.

A correspondent expresses a desire to have us print in the JOURNAL the questions used at the Examination for State Certificates. Others have expressed a desire to have them published. They will probably be given, after the examination, either in the JOURNAL, or in the next Annual Report of the Department.

Principal A. E. Chase, of Hartford, of whose intended return East we recently saw a newspaper rumor, writes that he has contracted to remain in Hartford another year, the seventh of his teaching there. We are glad to learn it. Mr. Chase is not only an excellent teacher, but a wise man in relations with a wise school board. We wish we could print a like chronicle of a hundred other school boards and principals we might name.

We recently had the pleasure of inspecting the new Fourth Ward School Building in the city of Milwaukee. It is indeed a model building, beautiful in exterior, and the perfection of convenience, comfort and heathfulness inside. The School Board, the city, and the Architect may well be proud of it. The latter, Mr. Koch, has issued a handsome pamphlet containing a full description with finely engraved view and ground plans.

Astronomers are continually reminding us that Mars will be very near the earth in September next. The periods of his near approach are once in 79 years, when he is some 34 or 35 millions of miles distant only, and appears like a new star to those who have never seen him under such favorable conditions.

Three men have lately passed away, each of whom has filled an honored place in the world of letters: Prof. Taylor Lewis, of Union College; J. Lothrop Motley, author of the History of the Dutch Republic, etc., and late Minister to England, and Fletcher Harper, a prominent member (and the last one of the first generation), of the publishing house of Harper Brothers.

Superintendent Bieber, of Watertown, says incidentally, in a letter just received; "The Free Text-Book plan adopted by our city is already in full operation, almost every pupil being provided with the necessary books. The plan gives universal satisfaction to our citizens. The saving is very large. I was able to

procure the books at from 40 to 50 per cent. under usual retail charges. The efficiency and attendance of our schools will be very greatly enhanced, and altogether I believe it is the best measure that could have been adopted for the general welfare."

Superintendent Older, of Marquette County, writes under date of May 11th, respecting the institute held in April at Westfield:

Our institute was well attended—60 present, and only 58 required to fill the schools. Of course a number of new members were present, but we did not enroll any under 16 years of age. Forty-eight were old members who had attended before.

The programme was practical and well presented by Prof. Salisbury, and everyone pronounced the institute the best, because the most practical, ever held in the county. The teachers all say: "Send Mr. Salisbury again." and I say: "Amen."

In the same letter Mr. Older says; "The 'Text-Book Steal' has not a friend in this county, so far as I know, and I hear nothing but comments in your favor over the gallant fight you made. In the name of common sense let us have what laws are passed, in force, and we have enough. The free text-book law covers all the ground we need. Only make the town the unit, and make the law obligatory instead of optional."

The Grant County *Herald*, (Republican), of May 17th, says in the course of a lengthy editorial on "The School Book Question:"

The school book bill before our last Legislature is still being harped upon. About twice a week the Madison *Journal* gives its supposed virtues an airing. * * * The *Journal* thinks the feeling excited by the agitation is almost universally in favor of the principles of the bill. That is certainly a mistake—when you get a mile or two outside of Madison, Mr. *Journal*. We have yet to meet a single individual who expresss himself in its favor. To say the people are universally in favor of it is telling the world that Wisconsin is a nest of fools.

The Oshkosh *Northwestern*, in a recent issue, says;

Prof. Park, director of the Model Department and teacher of calisthenics, has organized a class in heavy gymnastics. The gentlemen students are enthusiastic over the enterprise a hundred having agreed to give it their support. They commence with swing and horizontal bar, and hope to make it a permanent thing. The genial director is a favorite with the boys, and will probably be as successful in this undertaking as in his other school work.

Chas. W. Felker, Esq., Supt. City Schools of Oshkosh, has the following in his annual report recently published:

THE SCHOOL BOOK FRAUD.

At the last session of the Legislature a bill was introduced and passed the Senate, entitled "A bill to cheapen the cost of supporting the common schools of the State." The bill was a gross fraud, and should have been entitled "a bill to increase the cost of supporting common schools and to enrich a few Madison printers."

"It would be out of place to discuss the iniquities of this matter in this report, and I only mention it to give note of warning that next winter the swindle will probably again be presented to the Legislature, and to say that the thanks of every friend of our common schools are due to our able State Superintendent, Hon. Edward Searing, and to President Bascom of our State University, for their honest, manly and vigorous efforts in opposition to the measure, which, happily for the welfare of our schools, resulted in its defeat in the Assembly."

The British Quarterly Review remarks that "just at a period when classical literature, after so long maintaining a too exclusive supremacy in the higher education, seemed to languish, or at least had begun to be assailed from many points of attack by a host of determined enemies, great encouragement and a fresh impulse has been given to it by a series of discoveries not less unexpected than marvellous in their results on the sites of historic and even pre-historic cities;" and besides the discoveries of Schliemnan, and Cesnola, and the excavations now being made under the auspices of the German government on the site of the Temple of Jupiter Olympius in ancient Elis, refers especially to the discovery by Mr. J. T. Wood, Fellow of the Royal Institute of British Architects, of the long-lost Temple of Artemis—or Diana—at Ephesus, "which all Asia and all the (Roman) world worshipped." (Acts XIX 27). As intimated by the reviewer, the narrative of his discoveries, recently issued by the Longmans, London, must prove of great interest to classical scholars, and students of antiquity.

COLLEGE COMMENCEMENTS.

The following are the Commencement week programmes of the colleges of the State, so far as we have been able to obtain them:

STATE UNIVERSITY.

BACCALAUREATE SERMON,

By President Bascom, Sunday June 17th, at 2:30 P. M.

CLASS DAY EXERCISES,

Monday, June 18th, at 3 P. M., on University Campus.

ADDRESS BEFORE LAW CLASS,

Monday June 18th, at 8 P. M., by Hon. I. C. Sloan.

ALUMNI ORATION AND POEM.

Oration by James L. High, Esq., A. M. 1864. Poem by D. B. Frankenberger, Esq., A. M. 1869.

COMMENCEMENT EXERCISES,

Wednesday, June 20th, at 9 A. M.

All the above in the Assembly Chamber.

PRESIDENT'S RECEPTION AND OPENING OF SCIENCE HALL,

At Science Hall, June 20th, from 8 to 11 P. M.

BELOIT COLLEGE.

Baccalaureate Sermon, by President Chapin, Sunday, June 24th at 3:30 P. M.

Address before the Missionary Association, by Rev. J. Collie, Sunday, at 7:30 P. M.

Oration before the Archaean Union, by Hon. Leonard Swett, of Chicago, Monday June 25th, at 8:00 P. M.

Prize Speaking Tuesday, June 26th, at 2:30 P. M.

Alumni Oration and Poem Tuesday, at 8:30 P M. Oration by Oliver A. Willard, Esq., 1859. Poem by Edward G. Newhall, M. D., 1866.

Commencement Exercises Wednesday, June 27th, at 9. A. M.

RIPON COLLEGE.

Sunday evening, June 24, Baccalaureate Sermon, President E. H. Merrill. . . .

Tuesday evening, Address before the Literary Societies, Rev. G. P. Nichols, D. D., of Milwaukee.

Wednesday morning, June 27, Commencement Exercises of the Graduating Class.

Wednesday afternoon, Address before the Society of Alumni, Dr. Walter Kempster of Oshkosh.

MILTON COLLEGE.

Sunday evening, July 1, Baccalaureate Sermon by President Whitford.

Tuesday evening, July 3, Annual Address before the Literary Societies.

Wednesday forenoon, July 4, Commencement Exercises.

Wednesday afternoon, July 4, the Alumni meeting. Address by Prof. L. D. Harvey, and Poem by Prof. R. D. Whitford.

LAWRENCE UNIVERSITY.

Commencement week from June 21st to 28th —the latter Commencement day. The programme was not received in time to be here given.

WHITEWATER NORMAL SCHOOL.

Joint public session of the Literary Societies, at Normal Hall, on Monday evening, June 11th, at 8 o'clock.

Public examination of the primary and intermediate departments of the model school, on Tuesday Morning, June 12th, at 9 o'clock, in the Assembly Room.

Address before the Literary Societies, by Rev. Charles Caverno, of Illinois, on Tuesday evening, at Normal Hall.

Graduating exercises of the Elementary Class on Wednesday morning at 10 o'clock in Normal Hall.

Class day and tree planting on the grounds of the Institution, Wednesday afternoon at 3 o'clock.

Public Rhetorical Exercises of the Academic Department, on Wednesday evening at 8 o'clock, in Normal Hall.

Graduation of the Senior Class, at 10 A. M., Thursday, in the Congregational Church.

General reunion of the past and present members of the school, in the buildings and upon the Grounds of the Institution, on Thursday evening at 8 o'clock.

Hon. Warren Johnson said, in the last annual report of the School Committee of the City of Newton, Mass., of which city he was Superintendent of Schools:

"After a ten-years' observation of various plans to solve the text-book problem, I feel quite confident in suggesting for your approval the town plan, so called; that is, the town or city furnishes books free as it does school-houses and instruction. The favorable points drawn from the experience of towns and cities within my own knowledge are,—

1. Economy.
2. Convenience of pupil, teacher and parent.
3. School-classification.
4. Reference-books.
5. Uniformity through town.
6. Books better cared for.
7. Saving of time at commencement of school.
8. Increases school attendance.
9. Removes caste distinctions.
10. Makes schools absolutely free.

In the last report of the Minister of Public Instruction of the province of Victoria, Australia, the names of all the schools are given. Some are decidedly peculiar, for instance: "Hit-or-Miss, "Jan Juc," "Lucky Woman's," "Murghebuloc," "Plenty," "Pennyweight Flat," "Yarram Yarram," "Yan Yean," "Yea," "Wurdic You Yangs," "Whim Holes."

We have been shown, by Prof. Butler, of this city, a Ms. copy of the Bible, closely written, in old English letter, on fine vellum, without break, from beginning to end; the chapters being indicated by Roman numerals, in colors. There is no division into verses, or even paragraphs. A wide margin is left at the bottom to escape thumb-marks. It is an octavo volume, in a good state of preservation, except that the title page and a few pages following are gone, and is supposed to have been executed more than 800 years ago. It is a copy of the old Latin version, known as the Vulgate, and appears to have belonged to the library of an English Archbishop, 500 years before the Reformation; to have been once sold by a bookseller of Bath, and at last to have found its way to this country. We did not learn how it came into Wisconsin, but hope it may be secured for our State Historical Library, of which it would form its most valuable relic of antiquity.

The Inter-State Oratorical Contest took place in the Assembly Chamber, at Madison, on the evening of May 10th. The following list shows the States represented, the names of the contestants, and their subjects:

Indiana: R. B. Hawkins, State University—"Political Individualism."

Wisconsin: O. A. Curtis, Lawrence University—"Satan and Mephistopheles."

Ohio: H. D. Goodenough, Oberlin College—"The Scottish Covenanters.,'

Missouri: W. D. Christian, Westminister College—"The Latent Element of Intellectual Development.

Illinois: Perry Baird, Chicago University—"Progress of American Thought."

Iowa; S. F. Prouty, Central University—"Faith and Doubt as Motors of Action."

The Judges were Hon. Lyman Trumbull, of Illinois; Hon. C. C. Cole, of Iowa: and Col Wm. F. Vilas, of Madison.

The first prize was awarded to Mr. Curtis, and the second to Mr. Prouty. Of the oration of Mr. Curtis we spoke in our last issue. It was an admirable production well delivered, and the honor awarded to it was in accordance with the general verdict of the large and intelligent audience.

Supt. White, of Barron county, writes under date of May 12th:

Since my annual report was written, the towns of Cedar Lake and Summer have purchased text-books, which, I learn, are to be free for all who attend the schools. Twenty-three schools in this county are now supplied with free text-books.

At La Crosse, Decoration Day was observed in a fitting and beautiful manner by the pupils of the High School, under the direction of the excellent Principal, Mr. Reynolds. Instead of the usual Rhetorical Exercises of the week, Declamations, Recitations and Songs suitable to that occasion of patriotic thoughts and tender feelings were introduced. Miss Clark, the first assistant teacher read, in a very effective manner, a poem written for the occasion, by Sergeant J. G. Lynch, and Col. B. F. Bryant, of La Crosse, delivered a brief and appropriate address. The thought of thus marking the day was a happy one.

Mr. W. L. Klein is manager of the Western School Agency, 107, Dearborn street, Chicago. The agency is designed as a bureau through which schools may obtain teachers, and teachers positions, A fee of $2.00, in advance secures the benefit of the agency for one year. Mr. Klein was concerned in the establishment of the *Educational Weekly*, but we believe now devotes himself to this agency. He also publishes Edwards' School Records, which are very convenient.

From H. H. Hill, Chicago, comes to us a circular announcing "a new and simple method of extracting the cube root," and giving a formidable array of testimonials. The simpler mysteries of the new method have not been explained to us, and we are only able to express our fear that this discovery, which "dispenses with" pretty much everything required by the usual rule, is too good to be true.

We are investigating the Florence Oil Stove, advertisement on another page; shall report progress, after using it awhile.

Our readers will take note of the announcement made by Scribner, Armstrong & Co., on the first advertising page.

Don't overlook advertisment on 2d page of cover.

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No person engaged in the work of instructing children and youth, can afford to be without the helps we are able to furnish.

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are *sui generis*, and in price, are within the reach of any school; our text-books were written by practical teachers, and are cheap as the cheapest; Perce's Magnetic Globes are the only ones that illustrate the effect of gravitation. All our *helps* are first-class in every respect.

Among our publications we name:

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Sheldon's Readers,
Cooley's Natural Philosophies,
Smeaton's Etymology,
Perry's Introduction to Political Economy.
Tenney's Zoologies,
Felter's *New* Arithmetics,
Cooley's Chemistry,
Melville's Slate Drawing Cards,
W. & S. Patent Copy-Books,
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WISCONSIN

JOURNAL OF EDUCATION.

VOL. VII. JULY, 1877. No. VII.

MUSCULAR HABIT IN EDUCATION.

Any set of muscles performs an action with greater facility as that action is repeated. This is carried to such an extent that the muscles often appear to move without intervention of the will—that is by unconscious action of the brain. This automatic muscular action may be appropriately termed *muscular habit.* Let this particular movement be repeated in successive generations and it becomes hereditary. Every one must have noticed peculiarities of muscular motions in certain families—cases where the son has inherited the habits of the father. Instances where muscular habit has become hereditary are common among the lower animals. A dog in lying down usually turns round several times. This is undoubtedly owing to a habit of his ancestors (the wild dog) of turning round to trample down the long grass for a bed. That some particular nations have a greater aptitude for certain employments, and can produce wares of peculiar kind that cannot be rivaled by other nations, may be accounted for in this way. The majority of the nation, devoting themselves to a particular employment requiring skill in particular directions, transmit this acquirement to their offspring, and no foreigner, not having the benefit of this accumulated skill, need attempt to reach the same standard of excellence. No European need attempt to throw a boomerang with the precision of an Australian, or endeavor to produce a web having the peculiarities of the productions of the looms of Cashmere. Among the lower animals we have instances of this hereditary skill in the cleverness of the bee in building the comb, and the bird in forming her nest.

The peculiar control of the brain over the muscles (hand-culture) and more particularly the apparent power of the muscles to move without conscious effort on the part of the brain (muscular habit) are hard to be accounted for. Should we be willing to accept the theory that thought—and consequently action—is due to cell arrangements in the brain, then we might conceive that the ease of certain habitual motions is due to cell arrangement already made permanent by repetition; and that hereditary skill is owing to a transmission of this permanent cell arrangement.

The discussion of this question in its relation to education, will include only the consideration of muscular habit as performed first in the individual, as education has only to do with the molding of the material taken in hand. This muscular habit is of far more importance than many have dreamed. A proper understanding of it will lead us to avoid many evils and reap much good.

Speaking is mostly performed by muscular habit. In all ordinary conversation we move the muscles of the throat, tongue, and lips unconsciously. The mind is fully occupied with the thought. The muscles are so trained that they appear to move in sympathy with the thought, much as the string of a piano will take up vibrations of its own pitch. One is hardly aware of the complex movements required in the pronunciation of a single word. This muscular habit of speech is acquired in very early years, and it is doubtful that a person ever learns to speak quite unconsciously in any but his mother tongue. It is often observed that a person when excited, almost invariably speaks in the tongue of his childhood, whatever be the language he uses at ordinary times. This habit is so fixed that many persons find it impossible to teach the tongue new performances. In German and the Scandinavian languages we find no sound that requires the tongue to be thrust between the teeth, as is the case with the English *th*. Many persons of the former nationalities can never learn to pronounce this element quite readily, although instructed in the manner of its production. The formative time of life having passed, they are incapable of acquiring new muscular habits.

Not only are single elements and words formed unconsciously, but combinations of words come to be uttered with little or no thought. This is true to such an extent that one is often obliged to

begin at the first of the combination and repeat to the part actually required. I have gathered instances of persons who cannot sit down to a dictionary without beginning at *a* and running over the alphabet to the letter wanted, and there are but few persons who do not begin a few letters back of the one required; as, if requiring the letter *p*, saying m, n, o, p. This habit comes from the custom in former times of teaching the letters in their alphabetic order, requiring pupils to respeat them continually in this manner.

All of us learned in childhood the rhyme

"Thirty days hath September,
April, June and November,
All the rest," etc.,

and it is the experience of nearly all that for many years when called upon to know the number of days in any particular month, one was compelled to begin and say:

"Thirty days hath September," etc.

This muscular habit of the tongue sometimes leads to serious consequences, for I lately heard of a gentleman who said grace twice at one meal, the first act of devotion being performed unconsciously. This can be accounted for only on the supposition that the invocation had been repeated so often as to have become a matter of muscular habit and performed while the mind was busy with more worldly thoughts.

Who has not, in childhood, when wanting the product of six by six, been obliged to say "six times one are six, six times two are twelve," etc., up to the required product? I have known many pupils who could repeat the paradigm of a Latin verb from beginning to end and yet could not give any particular form of the verb when seperated from the rest. Practically they did not know the parts of the verb as they should know them for use, but had repeated the paradigm so many times that the forms followed without any thought or special effort, and were given in relation to some other form and not in their true significance. I once took a class of beginners in Latin, whom an assistant had been teaching the declensions of nouns. I first required the pupils to write the cases in their common order of nominative, genitive, dative, etc. This was readily done. I then required the class to give the declensions with the cases in a different order, and many of them were unable to give the proper inflection at

once. This was proof that their knowledge of the declension was one of position and, by repetition, of muscular habit.

It is of the utmost importance that such forms of muscular habit as are beneficial should be cultivated, and such as are harmful, avoided. It is easy to determine under which head any particular case falls, from the proposition that *any constant repetition of particulars which in their use are not necessarily connected and do not follow in succession is harmful.* This proposition is not to include the principal parts of irregular verbs, which owing to the brevity of the combination are readily run over.

It may be asked in what way these tongue habits are harmful. The answer is that there is a waste of time in beginning at the first of a combination and running on to a particular part; besides there is a lack of independence, and an uncertainty of knowledge. Many hours have been wasted in saying "thirty days hath September," etc., when one might just as well have learned the number of days in each month independently of the others, and ever after have been free. We do this after a time any way, and the rhyme is only a makeshift to avoid hard work in the start. Teaching pupils to repeat the multiplication tables is pernicious, as it occasions much waste of time in the long run. Although six times six would not be thirty-six if six times five were not thirty, yet in their use they are not connected and are independent facts; therefore associating them in habit is senseless. Teach pupils to form their own tables, and having formed them by successive additions, the reason for each product is evident and need not be demonstrated anew. Let each combination of factors be associated alone with its product, that the knowledge gained may be of instant use. Should it be required to know the product of seven by nine, the number sixty-three should follow instantly by force of habit, and without reference to any other product or set of factors in any table.

The constant repetition of paradigms of verbs in the various languages is useless, as the pupil must finally learn each form by itself and independent of the rest, and the constant repetition of the whole paradigm delays rather than hastens the acquisition of the particular forms. Instead of requiring the pupil to learn the paradigm, to be repeated as a whole, the instructor should ask for the forms of the verb in a broken order, in this way ascertaining whether or not the

pupil has a practical knowledge of the conjugation; for until he can give instantly the form required, his knowledge is of little account, however glibly he can rattle off the paradigm.

It is useful to have "upon the tongue's end" such facts as are of constant use, and such combinations as in their use are closely allied. Among the first class may be mentioned certain formulas in algebra, and in the second class the principal parts of irregular verbs. Indeed the latter to be known for any practical good must be learned by constant association, until by mere force of habit one form will follow the other without thought. The classification of irregular verbs in regard to changes in the radical vowel, etc., is all well enough as a classification, but is of very little importance to one who wishes to know the parts of the verb. Irregular verbs in German are usually divided into seven classes; but should one want any part of a verb, he cannot stop to reason out to what class it belongs, and therefore what the form should be.

We have yet to consider "muscular habit" of the hand, in its relation to two important branches of elementary education, but the discussion will be reserved until the next number of the JOURNAL.

W. S. JOHNSON.

THE TRUTH CONCERNING TEXT-BOOKS. II.

It was asserted in the former article that there is a radical and just cause of complaint in the present want of method in supplying text-books to schools, which makes them a source of chronic irritation in every State of the Union. From this absence of method come three unfortunate results: (1) lack of uniformity in books; (2) lack of a sufficient supply of books; (3) frequent changes of books. To these evils and their remedies the reader's attention is briefly directed.

NON-UNIFORMITY IN INDIVIDUAL SCHOOLS.

I. If there is any one evil in the public school system which, above another, perplexes teachers and is reprobated in the reports of local superintendents, it is the almost omnipresent one of "want of uniformity of text-books," the "heterogeneous character of the books brought by the pupils," etc. Scan from year to year the pages of the state school reports, from Maine to Oregon, and complaints in this direction are found perennial and couched in terms nearly always

identical. The Wisconsin reports for the last few years, and especially the one for 1874, indicate the prevalence of the evil and the resulting complaints in our own and other States.

The causes of this lack of uniformity in the books brought by the pupils of a particular school are easy to find and may be distinguished as follows:

(1). Poverty. Some parents are too poor to purchase the required books, when their children are promoted from one class to another, or when there has been a migration of the family from one district to another in which different books are used, or when there has been a formal change of books used in the school. In either case the books that happen to be in possession are not unnaturally taken to school in the hope that they may prove available.

(2). Indifference or ignorance of some parents, who think their entire duty performed when their children are sent to school with any books that may happen to be at hand.

(3). Diversity of books is also not unfrequently due to the inexcusable negligence of district officers in not selecting and adopting a uniform series, and exercising their authority to secure the exclusive use of the authorized books. In districts where this negligence prevails any teacher may introduce at will a favorite book, form a new class of as many as can be persuaded to purchase the same, and bequeath to his swift coming successor an aggravated form of the "evil" of which he has himself complained.

DEFICIENCY OF BOOKS.

II. Besides the want of uniformity there is less frequently, but often, an absolute deficiency of books. Says one county superintendent of Wisconsin in his special report: "There is nothing like uniformity, while many schools have not half enough books of *all* kinds." Says another: "It is a fact that many families are poor and literally unable to supply their children with the needful books, and therefore either keep them out of school, or send them without the necessary books."

Besides the poverty that is unable to supply children with books, there are other causes of a deficient supply. The book store may be miles away. Indifference or thoughtlessness may for days or weeks delay the purchase. The particular books desired may not be kept in stock by the local dealer.

It is a well known, and, under the prevailing system of individual purchase, an inevitable fact, that at the beginning of a term much valuable time is lost by many pupils from inability to obtain promptly the new books needed.

It may be said that the law authorizes districts boards to purchase books for indigent pupils at public expense; but as a matter of fact district officers rarely use this privilege. In many cases unwillingness or indifference withholds the gratuity when the need is known. In many the pride of parents or children would be wounded by the acceptance of the charity allowed but not enforced by the law. Whatever the cause, extensive inquiry brings the information that no appreciable remedy for the evil under consideration has been or is to be found in the charitable section of the School Code.

UNSYSTEMATIC CHANGES.

III. The third unfortunate result of the prevailing system, or want of system respecting text-books, is the frequent irregular, unsystematic, and often unnecessary changes of books. In the great majority of districts no particular books have ever been formally adopted by the local boards. Add to this the facts that generally no defined courses of study are there found, and that text-books and studies are dependent upon the preferences and prejudices of the swiftly changing succession of teachers, and the prevalence of this third evil is fully accounted for.

In view of the results thus briefly explained it is no wonder that teachers, superintendents, and parents have given utterance to perennial complaints. Teachers have complained of the unnecessary waste of time over too many classes, and of the general confusion and perplexity resulting from both the multiplicity and the absence of books. Parents have complained of the burdensome cost of books, partly referable to changes of unnecessary frequency.

A NEW COMPLAINT.

These complaints, which have long been chronic, have not until very recently involved the complaint of the expensiveness of books *per se*. Expensiveness resulting from frequent changes, and from lack of uniformity between different districts and towns, involving the necessity of extra purchases by the itinerant element of the population, has been a ground of complaint. But until very recently

complaints against publishers' prices have not been heard. Scarcely at all against these have the "State Uniformity" enactments hitherto been directed. Their objective aim has been chiefly uniformity to increase the efficiency of the schools, and to save the expense involved in *changes* of books and changes of *residence*.

It may be noted as a singular fact that very recently the "expensiveness" of books has become an evil of the first magnitude, and want of "uniformity" has assumed a secondary place. This is due partly to the "hard times"—the general disposition to retrench and to criticise the *cost* of things,—partly to the additional number of books needed as the result of the increased number of school studies, but more particularly to the efforts of designing men, as in Wisconsin and Minnesota, to give special and abnormal prominence to expensiveness for purposes of their own. The shibboleth of these men is now not so much "uniform" text-books as "cheap" text-books; their boasted object not so much to add to the efficiency of the schools, as to break the "invincible monopoly," the "scoundrelly ring."

But there is another reason why text-books are a sore spot in the body educational. Amid the multitude of competing books whose respective claims are pressed by tireless, ubiquitous, and clever agents, the average district officer. possessed of slender qualifications for an intelligent judgment, or even any judgment, feels his incompetence and perplexity. He fancies himself reasonably competent to build and furnish a school house, arrange school terms, and select a teacher. But in courses of study and in text-books he is completely at sea. Of these he is willing to admit that he knows nothing, or stoutly maintains the superiority of the simple curriculum and books of his own school days. Teachers complain to him of the multiplicity of books and classes, parents complain of unnecessary changes and the attendent expense, and the book agent stoutly argues that some further changes are indispensable to the progress of education in the district.

Is it any wonder under these circumstances that the text-book question is a perpetual source of annoyance to district officers, who see the evils that ought to be corrected, but which they know not how to correct? Is it any wonder that the question is generally left to the teacher, that a solution is never reached, and that there is an instinc

tive turning to legislative remedies—State uniformity—a commission of experts to select books for all—the removal of the question from incompetent local to competent central authority?

STATE UNIFORMITY.

At first sight State uniformity appears a simple, easy, natural way out of the perplexities of the present systemless labyrinth. How easy to end all these ills by a bare law creating a competent commission to select text-books, and forbidding the use of other books than those of the prescribed list! Thus local changes becomes impossible, itinerant families do not find their school books at a discount in any part of the state, and there is secured the cheapness that comes from special terms made by the state with a publisher or publishers, or possibly from state manufacture of its own books. The perplexities of teachers and district officers, the complaints of patrons, all disappear in the presence of the simple fiat of the legislative body. There is in this much that is plausible and attractive. The writer confesses that he has himself been strongly impressed by the fair seeming promises of this remedy, and is disposed to regret that the experience of other states shows those promises to be illusory.

All good men must regret that intemperance, dishonesty, uncharitableness, selfishness, and other crimes and weaknesses of humanity cannot be banished from society by the simple means of a legislative enactment. It were profoundly to be desired that a "Maine Law" *would* blot out the traffic in and use of intoxicating liquors, and that a few words in a statute *would* greatly benefit the public school system and the State by securing the full and regular attendance of all pupils, or by furnishing uniform, satisfactory and cheap text-books to the same. The disagreeable fact is that legislation to secure such results has been abundantly tried and found wanting. Experience shows that statutes do not make men temperate, do not bring into the schools the vagrant children of the vicious or careless, do not remove the evils incident to the present common method of supplying and using text-books. Substantial reforms in all those things must come only through voluntary individual and associative effort, and through aroused and modified public sentiment. In this country, at least, there is no other course. Legislation may crown a reform already completed in public sentiment, but as preceding public sentiment it is generally of little value, and often a positive harm.

Investigation and reflection show the following among the reasons for the failure of laws aiming at State uniformity of text-books:

(1) It has been found impossible to enforce them. School boards have been to a great extent unwilling to surrender their independence in the important matter of selecting books. Cities almost universally insist upon the privilege of local selection in this, as in the matter of teachers, etc. Hence, in States where uniformity has been attempted by legal enactment, cities are usually exempted from the obligations of the law. In like manner villages, which also generally have intelligent and competent school boards, often insist upon a similar independence. These cities and villages have either taken no part in the effort to secure the law, or were from the first opposed to it. They are satisfied with the existing arrangement. Text-books and courses of study have been intelligently adopted. There is little or no lack of local uniformity. The children are all supplied with appropriate books. There is substantially no complaint. Why should they sacrifice their independence, lose a considerable amount of property now in satisfactory use, and be compelled to procure a general new supply of books selected by a distant authority which is ignorant of their various local circumstances and needs? They feel that the law is arbitrary, un-democratic, un-American, unnecessary, impertinent. There is grave doubt of its constitutionality. The result is a feeling of indignant opposition pervading many of the communities not exempted from the operation of the law, and a quiet determination to ignore it. Hundreds of persons in these places, who theoretically may have favored the law before its passage, lose all their interest in it when its practical demands are immediately before them. They have no desire to pay money for what after all seems no local gain.

With cities expressly exempted by a provision of the statute, and the majority of villages quietly ignoring the law, many adjacent country districts pay no attention to it, preferring in like manner their independence and exemption from the immediate pecuniary loss involved in the change. No one cares to bring an action under it and the districts go on as if it did not exist.

On the other hand, perhaps half or one third the country districts and some of the smaller villages, resolve to comply with the law. The old books are discarded, the new ones "introduced,"—i. e., half the

children bring the authorized books, one-fourth bring the old books, and the remaining fourth bring—no books. The change is a heavy tax upon the poor people of the district—one many can ill meet, and some absolutely not meet at all. Meantime the reaction of sentiment sets in. Newspapers are denouncing the legislation. It is seen that the cities are exempt, the villages in a state of quiet but defiant antagonism, many country districts doing nothing, and the law falling into general contempt.

The result is a pecuniary tax partially imposed upon some hundreds of country districts least able to bear it, contempt for and violation of a well known law of the State, and "confusion worse confounded" in the very matter for which the aid of the law was invoked. Is not the testimony of President Phelps precisely in harmony with this natural result? He says: "The attempt to force uniformity by legislation in Minnesota some eight or nine years ago resulted in utter failure, and left the schools in a worse state than it found them."

(2) Add to this the fact that nearly all educational men are, on grounds of intelligent conviction, opposed to enforced uniformity, and another obstacle is raised against the success of such a law. Educational men believe that only through freedom, diversity and competition are the best results attained. They hold that to restrict the various classes of schools, from the mixed one of the country, to the thoroughly graded one in village or city, to the use, for a series of years, of a particular set of books, would be detrimental to the true interests of those schools. They argue that the admirable results of the public school system of the Northern States are largely due to the local freedom allowed in methods of instruction, courses of study, text-books, etc. They contend that the superiority of American text-books, school-furniture and other apparatus, is due to the large demand and close competition that have existed under our system of local freedom. They believe that while this freedom has brought forth some undesirable results, the fruits have, upon the whole, been more abundant and satisfactory than would have been possible under any system of restriction. They further believe that the very abuses of freedom do not need the hand of restrictive or proscriptive law to remove them. They are easily corrigible under freedom itself. They

therefore declare that enforced State uniformity of text-books is both unnecessary and unwise, and they confidently assert that their views are supported by the experience of other States and countries.

The objections to a State uniformity law may then be thus briefly summarized:

(1) Cities (which generally have the best schools) must be exempted from their operation. They insist upon preserving their freedom.

(2) Their practice is preferred and example followed by many villages and country districts.

(3) Even in those districts where an attempt to obey the law may be made, there is no way to compel parents to buy the prescribed books, so long as some of said parents are too poor to do it and others too independent or too indifferent.

(4) An attempt to inflict fines and other penalties is opposed to the habits and instincts of our people, provokes ill feeling and hostility in every case, tends to lessen the popularity of the public school system, and must prove wholly abortive.

(5) It is opposed to the free competition that is *ever seeking the best* in matter and methods of instruction, that is the life of the school system, the cause of excellence in school books and apparatus.

(6) It is inconsistent with the variety of needs found in our complex school system.

(7) The uniform experience of several states and countries supports the objections above given.

(8) Educational men are conscientiously opposed to it for the above reasons.

(9) It may be added that it is liable to foster jobbery and corruption from the vastness of the pecuniary interests involved in either State selection, State purchase, or State manufacture.

In another and final article an attempt will be made to set forth the advantages of a simple, economical, practical, and thoroughly tested method of solving the text-book question — a method which would remove all complaints and add largely to the efficiency and popularity of the public school system. E. S.

Never fail to inspect all written work unless you wish the next poorly done.

HAROLD.

FROM THE GERMAN OF WOLFGANG MULLER.

In the North from out the ocean rises upwards black the night;
O, Denmark, never sawest thou such a wild and bloody fight;
The shore with weapons bristles, with lance and shield and sword;
Dead lies the host of Denmark; and dead the Swedish horde.

One only tarries living upon the bloody field;
He stands, a tall, gray hero, and leans upon his shield;
His broad and noble forehead is by his hemlet decked,
And a costly purple mantle doth his royal limbs protect.

Harold, the ancient sea-king, with a torch the field doth scan;
He seeks his warriors' corpses, and brings them man by man;
His ship stands ready for them; he bears them to the strand;
Who ever saw a coffin so noble and so grand?

And then he slips the anchor, and climbs upon the deck;
He sets him at the rudder and guides the vessel's track;
And as it plowed the billows, a haughty, sail-winged swan,
Thus by the torch's glimmer the chief to sing began:

"Farewell, thou emerald island, prize of the bloody fray;
For now forever leaves thee the Northland's warrior gray;
He hath subdued thy people, though brave they were and strong,
And now forever leaves thee, O Denmark famed in song.

"Thanks, thanks, ye gods majestic, high in All-father's hall,
To-day have ye stood by me the in latest fight of all;
I've won a hundred battles; this victory too is mine;
Yet must I be the latest of all my heroic line.

"My twelve companions perished, the hero and the scald;
And sword and harp are broken, they deck the gory field;
And you, my sons, have fallen, you noble pair of twins;
Alas, thus sinks the eaglet, when first his flight begins.

"And for all future efforts my life a blank must be;
Death only can release me; so take me now, O sea!
The ship it was my cradle, the ship shall be my bier;
My grave shall be the ocean, that was my home so dear.

"Thou gavest me love and hatred, and longing to be free,
Therefore I fling me in rapture upon thy breast, O sea!
There rest I with the heroes, the while our spirits fly
To dwell with gods majestic in the Aesis hall so high."

His old eyes tearful glisten; his grey hair flies behind;
His torch swings high the hero; clear burns it in the wind;
He casts it quickly downward, and bright the blaze doth glow,
As onward mightily burning, right onward the ship doth go.

The waves they grasp the vessel, the while it sails along,
And chant their dirge-like music, a solemn funeral song;
As if it were his cradle, they rock the hero's hearse;
How gentle, old, blue ocean, wert thou to him as nurse!

And where upon the horizon the blaze is seen afar,
There rises o'er the sea-mist a new and brilliant star;
Before the others bravely it climbs the airy dome;
As 'twere the hero's spirit, it seeks his final home.

—Translated by A. O. WRIGHT.

DAY AND NIGHT BEYOND THE POLAR CIRCLES.

When day and night are spoken of at any place beyond the polar circles, a distinction should be made between the day and night caused by the daily motion of the earth and the period, occurring once a year, in which the sun shines uninterruptedly for a length of time varying from 6 months at the poles to 24 hours near the polar circles. The latter is caused by the annual motion of the earth, and is sometimes called summer and sometimes day.

To a person standing at the North Pole, March 20, the sun would appear in the horizon, and as the daily revolution of the earth would pass the entire horizon under the sun, the sun would appear to sweep around the horizon once in 24 hours, rising higher above the horizon each succeeding day, until June 21, when it would appear 23½° above the horizon. From this time it will appear to sink again, until September 21, when it will disappear below the horizon. It will now be dark at the N. P. and light at the S. P. until March 20, again.

To a person standing at the Arctic Circle, December 21, the sun would appear in the south, for a few minutes, at 12 M., soon sinking below the horizon. Each succeeding day it would be in sight for a longer period, would reappear farther to the east, rise higher above the horizon at 12 M., and disappear farther to the west. By March 20, it would rise directly in the east at 6, A. M., appear 23½° above the horizon at 12 M. and set directly in the west at 6 P. M. The N. P. turning more toward the sun, the sun would appear earlier in the morning and farther to the north, rise higher above the horizon at 12 M. and set farther in the north and later in the day. By June 21, it would appear 47 ° degrees above the horizon at 12 M., and would not sink entirely below the horizon in the north. The days are now 24 hours long at the Arctic Circle, and the nights 24 hours long at the Antarctic Circle. From this time the sun will appear to sink again until December 21, when it will just appear in the horizon in the south at 12 M., the nights now being 24 hours long.

To a person standing at a point half way from the N. P. to the Arctic Circle, Feb. 5, the sun would appear in the horizon in the south for a few minutes at 12 M., and would continue to rise farther in the

east each succeeding day and set farther in the west until May 5. By March 20, it will rise in the east at 6 A. M., appear 11¾° above the horizon at 12 M., and set in the west at 6 P. M. By May 5, it will not disappear below the horizon at all in the north. It will now appear 23½° above the horizon in the south at 12 M. and in the horizon at 12 P. M., in the north. It will continue to rise until June 21, when it will appear 35¼° above the horizon in the south at 12 M. and 11¾° above the horizon in the north at 12 P. M. It will now sink again until November 6. By August 6, it will begin to dip behind the horizon in the north at 12 P. M. It will be continuous day from May 5, to August 6, or three months. By September 22, the days and nights will be equal. By Nov. 6, the sun will entirely disappear and it will be continuous night until February 5, again, when the sun will appear in the south again.

At all points between the Equator and the North Pole, the longest days vary in length as we go north, from 12 hours at the Equator tor to 24 hours at the pole, the variation being uniform, and the day being caused by the daily motion of the earth.

From the Arctic Circle to the N. P. the longest day, caused by the daily motion of the earth, is 24 hours. The continuous day, caused by the annual motion of the earth, varies from 24 hours, as we go north, to 6 months at the pole, the variation being uniform.

Wonewoc. H. W. BREWSTER.

READING—NEWSPAPERS—BOOKS.

It is not enough that you teach the young the art of reading; this is merely to present them with the key which unlocks the treasures of science, art and literature. We know that a key is of little use of itself without access to that to which it is intended to gain admission. He is the best teacher that can best inspire in his scholars a love of knowledge for its own sake. This love is inseparable from a love of books or literature. In this country most of our education, after the common schools, comes from the newspapers; and it seems to be the theory of newspaper men that if the public schools will but teach the people to read they will teach them to think. And in the pages of our best newspapers we find every subject discussed. Science, religion, philosophy, education, every subject, human and divine, we find

freely discussed in the columns of newspapers and periodicals. The facts and arguments may be isolated and fragmentary, but still they supply a want; there is hardly a paragraph printed but some one reads and is the better for it.

The newspapers, as well they may, are thus almost without exception, the warm friends of the public school system. And if any bigoted or indiscreet person or class of persons, were seriously to venture to propose their discontinuance, or seemed to favor any line of action pointing in the remotest degree in that direction, the united press, however discordant upon that subject, would at once arise in its terrible majesty and raise such a "tremendous pother" over their devoted heads that such persons would soon have reason to wish themselves at Hong Kong, or any other heathenish place rather than within the limits of the United States! But while we rejoice that this is true, it must be confessed that the secular newspaper, in its over hasty zeal for or against individuals, teaches little else sometimes but rabid partizan politics; and the religious sheet, furious sometimes with excessive piety, often, unconsciously perhaps, instils more of bigotry than of true vital godliness. They are thus, both the one and the other, too much in the interests of parties and creeds—which tend to contract the mind and make it narrow and one sided—to be in all cases safe guides. Hence, in order to counteract such influences, we want books; books that are books; written by men that are men, and not partisans or tools; not books written in the interest of this party or that, or merely to glorify any man or set of men, but books consecrated to the interests of truth, humanity, religion and progress. And, thank heaven, although the golden calf finds too many worshippers amongst us, there are such men and such books to be found, otherwise we should almost be apt to despair of the future of American society and institutions. I repeat, therefore, we must enlarge our ideas of what public education really means; we must strive to educate the parents as well as the children, or the common school education which they receive, however valuable in itself, may in many cases be thrown away. H.

Teachers who use the text-book at every recitation really say by actions that they do not know the lesson they are hearing.

IS "AS" EVER A PRONOUN?

Words have no such sacred and inviolable character as debars them from change in meaning or variety in use. On the contrary nothing is more common in the history of language than such changes and variations. A word may have more than one use, or belong, according to its use, to more than one part of speech. For instance, to take a familiar example, *that* is sometimes a conjunction, sometimes a relative and sometimes a demonstrative. To *as*, we think, may be allowed a little of this flexibility. Webster, like Bullions, denies it the privilege, but Worcester says: "*As* sometimes takes the place of a relative pronoun, and is equivalent to *who* or *which*, as 'Help such as need help,'" and Goold Brown, a pretty good authority, says, "The word *as*, though usually a conjunction or an adverb, has sometimes the construction of a relative pronoun, especially after *such*," *etc.*

No doubt *as* is always an adverb or conjunction when it expresses likeness, equality or similarity; but we hold that if it ceases to do so, it becomes a pronoun. One teacher says, "*Such* boys *as* wish may go out;" another, more formal, says, "*Those* boys *who* desire may go out." And both mean the same thing. If to call *as* in the former case a relative is a "convenient fiction," to call it any thing else on the elliptical theory, involves an *in*convenient circumlocution; as for instance, "such boys *as* those boys are, who wish to go out, may go out." To bring all this in for the sake of a theory seems to us an unnecessary refinement. The intention of the teacher, in the case supposed is not to say that certain boys who bear a resemblance to some other boys, may go out, but simply that those boys who wish to do so, may go, and she evidently therefore, we think, uses *as* as a pronoun.

The tendency in this direction is further seen in the fact that there is a vulgar or provincial use of the word as a pronoun, pure and simple, as, "I am the boy *as* found the horse." We should not be surprised indeed if it were a legitimate form of a pronoun which is now provincial only because it long since ceased to be general. P.

Our best teachers are the best subscribers to educational works—poor teachers dont need them.

SELECTED.

A MODEL SCHOOL-HOUSE.

Years ago Horace Mann declared that there was "no other class of buildings erected either for temporary or permanent residence of our population, so inconvenient, so uncomfortable, so dangerous to health by their construction within, or so ungainly and repulsive in their appearance without." Not jails, or poor-houses, blacksmith shops, saw mills, or barns were so unworthy a civilized community, as the buildings in which the future growth and life of the nation was moulded.

There is no other class of buildings within our limits, and never will be, erected either for temporary or permanent use of either native or foreign population, upon which more thought and care and earnest effort should be spent, than upon those in which our children are to be educated.

The people begin to realize the fact that the surroundings of the children form an essential and important element in their education, and we hope the parents and the tax-payers will sustain the school officers and teachers in their efforts not only to build neat and comfortable school buildings, but to furnish them properly and pleasantly, so that the time of the teacher and the pupil can be used to the best advantage.

In the building and furnishing of a school house, the expense is distributed over the property of the whole district, so that it comes to be a very small item for each individual — hence the best which experience and science suggest should be secured.

Let us then see to it that in erecting a school house it be made healthful, cheerful and attractive. Fill the yard with shade trees, and the house with blackboards, maps, globes, charts, and desks, which aid the pupils to learn, and which contribute directly to their health and comfort.

Another point should be remembered, and that is that money will be saved, even in building a small school house, by employing some good architect, who will see that contractors do the work according to the plans and specifications.

Before much can be done towards training or educating the child-

ren, the teachers must have a place to teach, and have it furnished with proper desks and seats.

At the request of a number of school officers and teachers we republish the following report on locating and building a school house, made by a committee to the State Teachers' Association:

Your committee deem the location and building of a school house of so much importance that there should never be a mistake in the selection of the one or the construction and furnishing of the other. We therefore suggest the following to school boards, and all others interested:

1. A house of minimum size should never be less than 24x32, and better still, 28x40; the height should be from 12 to 16 feet. It should contain, in addition to the school room proper, a clothes room for boys and a separate one for the girls.

2. Each room should have windows on at least two sides, and always so constructed that they can be let down from the top.

3. The doors of the school room should never open directly to the weather, but always into a hall or lobby.

4. Ventilating flues should be considered as much a necessity as smoke flues.

5. If the building is to be heated with stoves, there is little use for a cellar.

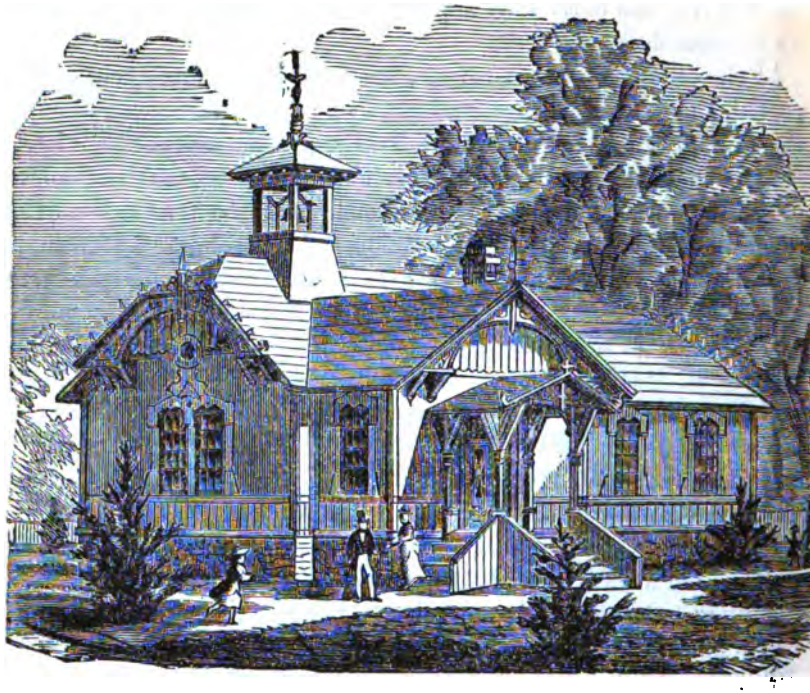
6. Hard-finish blackboards, from three to four feet wide, should be put upon the walls wherever there is room for them. Holbrook's Liquid Slating has been thoroughly tested for years, and is the best in use for this purpose.

7. The windows should have inside or outside blinds.

8. Two or more adjacent rooms may be separated by sliding partitions, so that they can be used together as one room when occasion requires.

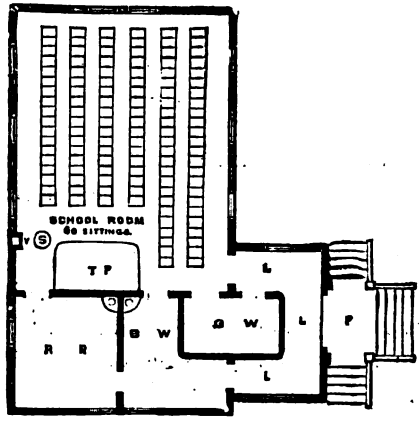
9. A house containing from one to three rooms should be but one story high; for four, six or eight rooms, the house should be but two stories in height; for a larger number a three story building is the simplest and cheapest structure.

10. Every school designed for both sexes, no matter whether it be large or small, should have separate playgrounds, out-buildings, stairways, clothes rooms, etc., but both sexes may properly come to the same room for study and recitation.



The cut represents a modern built house, of one story, which will be an ornament to any neighborhood, and it can be erected and furnished for from $1,200 to $1,500.

The following is the ground plan and its explanation:



T P—Teacher's Platform.

V—Ventilation Register.

R R—Recitation Room.

B W—Boys' Wardrobe.

G W—Girls' Wardrobe.

L L—Lobby or Hall.

P—Porch.

—*American Journal of Ed.*

GOOD BEHAVIOR IN SCHOOLS.

Our republic is based on the idea that the State must do without a large standing army; for republican government means self-government, and self-government means that every man must govern himself and do right towards his fellow-man without the need of another man with a bayonet to force him to do right.

Instead of a standing army of soldiers here in the United States, which costs at the rate of a thousand dollars a year per man, we have undertaken to get along with an army of preachers and teachers, who are paid less per capita on an average than soldiers are. We have probably some sixty thousand preachers; and, at the rate of one teacher to every forty pupils, we ought to have two hundred and fifty thousand teachers, which would make, all told, over three hundred thousand persons. This would be a much smaller standing army than the military force of any nation of Europe of equal population with ours of the United States.

But what ideas are our teachers unsconsciously inculcating upon the tender minds of the rising generations of republicans? They are teaching ideas of war and military glory! They are impressing sentiments upon the youthful mind that tend to bring in an army of soldiers to take the place of an army of teachers, or at least to share in the glory and reward of teachers, taking the lion's share to themselves.

One would suppose that there ought to be a wide distance between the savage state of society and a palmy age of Christian civilization; that it ought to be an immense step from the time of the Indian chief, exultingly brandishing his tomahawk over the scalps of flaxen ringlets dangling at his belt, to that of the civilized hero who arrays himself under the banner of Christ; but one would fail to see this step when Christian children in their declamations and elocutionary readings, are taught to spout forth the effusions of spread eagle political orators, irradiated with the glory of military achievements. Not the male teacher alone, proud of his stentorian "elocution" (as he calls it,) teaches his admiring pupils such stuff as this, the original production, perhaps, of some demagogue; but the gentle "school-marm" trains her lambkins to lisp in the bugle strains of war.

Our reading books for schools are often changed; but it may well be doubted whether they are equal in wholesome sentiment to those that were in use half a century ago. The school books of that day were probably better calculated to give the pupil an elevated tone of sentiment and a republican bias than are many of the reading books of the present day. For instance, the country has, unfortunately, recently passed through a period of civil war: now what could be more absurd than to fill our school books and our youthful minds with the fire, the smoke, and glory of that war? It is the nation which is taught sentiments averse to war, that will be the most powerful when war comes. There can be no better preparation for such wars as are likely to visit us, than a sound education. It was more by this that England and France conquered in the Crimea;—it was more by this that the Prussians conquered in the late war, than by the mere force of arms. It was by this that the United States Government came out triumphant from the late conflict, rather than by military force. It was our duty to our black-faced fellow citizen that prevailed over every other consideration.

Let us suppose then, that one of our school-reading books should be devoted to the idea of inculcating one's duty towards his fellow man in civilized society. There is a law, the result of human experience, which governs one's relations to such society, as there is an international law which governs in the affairs of nations. As one of the very first steps that China and Japan must take on entering into intercourse with foreign nations is to learn the code of international law; so the first intellectual step taken by the Christian child should be to learn the rules that prevail in Christian society. But is there any attention paid to this subject in our Primary schools, as now managed? No; not unless by accident. There is no *systematic instruction* for our schools on a subject of so much importance.

In looking back along the line of our leading men for the last hundred years, we shall find that Lincoln, however excellent his head and heart, had no manners; Jackson taught the brutal rule of piratic warfare, that "to the victors belong the spoils"; Jefferson taught men the piggish rule "to know their rights (that is their own selfish interests), and knowing, dare to maintain," which has brought a great deal of mischief upon the world; Franklin taught boys to be sharp

at thrift and money making; and it was Washington alone who has ever given any evidence of having carefully regulated his conduct in early life by the rules of behavior observed in respectable society. The example of which of these statesmen ought we to follow? Would it be wrong to teach our children what Washington himself observed when a child? Is it not probable that the code of rules on good behavior which he followed would be well adapted to the training of American youth at the present day?

It is for American educators, not for American politicians, to decide this question, if an improvement in American manners is desired.—*J. W. Phelps in N. Y. School Journal.*

METRIC SYSTEM—CULTIVATION OF THE SENSES.

Year by year, with an imperceptible progress, the metric system grows in favor; and there is no doubt that its facilities for easy computation will sooner or later cause it to supersede the arbitrary and cumbersome tables now in use, which custom and familiarity alone have rendered tolerable. In order, however, to make the change from one to the other it is necessary that equivalents shall be found and comprehended. A meter means nothing to us, for example, until we know that it is just about three inches longer than a yard, and that in guessing at distance we are as apt to hit meters as yards. Decameter is a meaningless word until we measure it off on some surface and find it within a mere trifle of four inches. Centimeter likewise takes life and form when it becomes the practical equivalent of a half inch.

These are not literally accurate, of course; but they are nearer so than our average estimate. Few people except those whose daily work lies among measures can guess within three inches of a yard, or four inches within the tenth of an inch; and they will be far more likely to hit the centimeter than the half inch in guessing at the latter.

Take now the table of bulk, solid or liquid. The liter, which is the unit, is a cubic decameter, or cube measuring about four inches each way, or of nearly sixty-four cubic inches in volume. But this is nearly exactly our dry measure quart, and a trifle more than our liquid quart. For practical purposes, then, a liter is a quart. Now

there are eight gills in a quart, and ten deciliters in a liter; consequently a decaliter would be, approximately, scant measure for a gill.

So you can go on teaching by the measurements in common use the other measurements which are certain, sooner or later, to take their place. Drill your arithmetic classes in guessing measurements first under the present system then under the metric. How many centimeters long is your penholder? How many meters along the edge of the wall? How many decameters wide is the doorway? You can vary the questions indefinitely and in the end turn out a class to whom it is all one whether you say meters or yards, liters or quarts.

In truth this practical familiarity with measures and bulks and heights, which is of the utmost practical value in daily business life, is almost entirely omitted from early teachings, and comes to most men only as the need calls it forth. Why should not boys and girls be taught by practice to estimate distance and bulk by the eye with approximate accuracy; and weight by the hand? How many of your scholars who have never heard the figures given can tell whether the desk top is three feet long or four; whether it stands eighteen inches high or twice that? How many can guess the number of rods the road is wide; the number of acres in the next field; the height of yonder tree? How many can tell how much water the drinking pail will hold in gallons or cubic inches; or tell how many times a cord of wood will closely pack the wood-box? Start them at this kind of business, find them a foot-rule and a quart measure to verify their guesses, and a hint from you now and then will be all they will need. Their arithmetic will mean something to them then and you will find it as absurd to them as to you when some blunderhead forgets whether forty rods make a furlong or forty furlongs a rod. There is far too much head knowledge taught even yet and far to little sense knowledge—too much memory and not enough seeing, hearing, feeling, recognizing.

Most parents, and many teachers would resent the imputation that the children with them, with no blemish of body, could only half see, or hear; and yet such is commonly the case. It is supposable that any one who can read knows each letter of the alphabet by sight, but there is not one person in a hundred who can find at the first trial more than half the wrong letters in a printer's proof of newly set

type, to say nothing of other errors. There is not one in fifty who can read aloud a page from any book without leaving out words printed there or putting in words which are not there. If you doubt this, try it in your reading class, giving each a chance in turn to read until some other one of the class detects a mistake or a balk. We have known a class of what were called good readers practice for months before they could read a page apiece on this plan.

And this is not wasted time, teaching this accuracy of eye. Don't they come to you to show them how to work out some example, and after you have read it over to them say: "Oh! I thought that was five-eighths instead of three-eighths," and go off and work it out easily? Don't they mistake one thing for another on your nervous days until their "carelessness" drives you to the verge of distraction? It is not carelessness, but lack of eyesight. When you tell them one thing and they hear something else and learn a wrong lesson it is for lack of life in the ear. We have known a large office where many hands were employed, so well drilled in hearing that when work was busiest a word from the proprietor in less than an ordinary tone would bring the desired clerk to his desk. There was no burden on the mind, no straining or distraction of attention. Hearing was habitual, and what was said was heard by all. Now how is it in your school room? Can you say "John" in a moderate tone, and bring that boy at the far end of the room to your side at once? Or do you have to speak about three times in a crescendo, and have him look up, scared, at the third, and answer wildly "Hoh?"

No man or woman can be thoroughly alive whose senses are dull. They must be quick to take in what belongs to their sphere, and accurate to leave a true impression of it on the brain. Think about it. —*Exchange.*

TOWNSHIP SYSTEM.

[The following is from the unpublished special report of Superintendent MacDonald, of Chippewa County, which was received too late, for insertion in the State Superintendent's annual report, but contains matters of interest.—EDS.]

There are in this county ten townships, four of which have adopted the township system; some of them four years ago. Eighty schools

are now in operation, 40 under the new system and 40 under the old district government. That portion of the people of the county who conduct their schools upon the township plan are well satisfied with them. On comparison it must be admitted that these schools excel all others. The fact is undeniable. It can be shown that under this system, better school houses are erected, that they are better provided with all the indispensable requirements of common schools, and that in general better teachers are engaged, uniform text-books and writing material are provided for their scholars, and the right is granted to every parent to select the most suitable school for his children. These advantages are of no ordinary kind; they are aids to progress, and the system under which they are found cannot but commend itself to every one.

After the system had been in operation for one year an objection was raised against its continuance, on the ground that it conferred too much patronage on the executive committee. The law as it now stands gives to three individuals the sole power of engaging teachers, fixing their salaries and often appointing them to such schools as they might deem proper. When the schools in a township are numerous this patronage is considerable, and liable to be abused. On these grounds, murmurs against the system became general, and had a "compromise not been effected, it would in all probability have been discontinued. By a vote taken at the annual meeting it was unanimously adopted that sub-district clerks should have, not a suggestive power of recommendation, but the authority to engage their own teachers, and pay them such wages as they and the teachers might agree on; still the contract would be void unless it received the signature of the president and secretary. This slight deviation from the provisions of the law, which I rather view as an amendment, works well and has silenced all objections to the system.

INSTITUTE.

I held an Institute in the month of September which continued for one week, conducted by Prof. J. B. Thayer with his usual ability, assisted by the superintendent, Mr. E. L. Tillson, principal of one of the city schools, and his accomplished lady. Sixty-eight teachers attended—a large proportion, it must be conceded, of all the teachers required for the schools of the county, when it is known that 80 per-

sons will fill every vacancy. The work done was thoroughly practical, as those who attended manifested by their outspoken expressions of approbation.

PROGRESS.

In summing up this hastily written report, I am happy in being able to bear witness to the fact that the schools of this county are at present in a prosperous condition. Our people are taking a just pride in them. They contribute freely and liberally to their support, and, taking everything into consideration, I believe that our progress in educational matters willbear a fair comparison with that of any other county in the state. The following will illustrate what I have just stated more forcibly than words. It is a comparison of the condition of our schools on the 1st of January, 1870, the day on which I first entered upon the duties of this office, with their condition on the 31st December, 1876, a period of seven years.

	January 1, 1870.	December 31, 1876.
Number of schools in the county	37	80
Number of children in the district	2,940	4,080
Number of children attending school	1,284	3,123
Cash value of school-houses	$16,975	$29,425
Cash paid for apparatus	.....	$2,077

TEXT-BOOK JOB IN THE WEST.

[We find the following under the above title in the *Pennsylvania School Journal* for May. As coming from the pen of Superintendent Wickersham, it is of peculiar interest to Wisconsin educators.—EDS.]

We stated in our last number that book bills, similar in their provisions to the one defeated three years ago in our Legislature, had made their appearance the past winter in the Legislatures of several states in the east and west. In none of them were they successful, so far as we have information, except in the State of Minnesota. In the State of Wisconsin the battle was well fought, and the school men won a triumphant victory.

The JOURNAL OF EDUCATION in that state, under the head of "A

Fortunate Escape," publishes the following earnest paragraphs concerning the danger and escape from it:

[The editorial in our March issue was here reprinted in full.—EDS.]

The above is the text-book battle of 1873, in this state, fought over again on other ground. The same bad influences were used here as there to pass the bill, and its defeat was brought about in both places by the determined opposition of the true friends of the public school system. We congratulate the school men of Wisconsin on their victory. They can well afford to bear the abuse of those who, no doubt, were to share in the proceeds of the job.

We do not believe, however, that the "newspapers of the capital" were the prime movers in the affair. Back of them there will be found, when a full investigation shall take place, the same unseen hand that worked the wires and furnished the money in this and other states. Evidently there is a secret, concerted movement in the matter. Who will expose it? Is there no one who can let light shine upon the plot? Let us see the hand that is thus attempting to debauch the school system of the country by wholesale, that it may be palsied by exposure!

TEACHERS VS. TEXT-BOOKS.

The nomadic habits of our people are by no means the chief source of difficulty connected with the text-book business as at present existing. Investigation will show that the teacher is at the bottom of the difficulty, in nine cases out of ten. How? John Smith is engaged to teach school in a certain district. As a student, he has used Robinson's Arithmetic; he knows of no other; he has managed to perform every problem in Robinson; and Robinson is his gospel. But he finds that Davies is used in the school he is about to teach. He knows nothing of Davies. Upon examining, he finds in Davies problems he can't solve, because he has never mastered the principles of arithmetic, and to him the study of Arithmetic is simply a "doing of sums." What is to be done? Realizing his lack of knowledge of fundamental principles and being too indolent to master such principles, he sees breakers ahead, and his only safe course is the substitution of Robinson for Davies. The patrons of the school grumble, indulge in expressions more forcible than polite, and—buy the books.

John Smith triumphs; he has another lease of indolent life; he finishes his term, and, being fully convinced that he has showered blessings upon one district, he wends his way to another to do likewise. Selfishness, you see, is not one of the elements that enter into his composition.

What is true in arithmetic, is true in every other branch of study pursued in our common schools. Teachers, as a general thing, consider their attainments sufficient for the business of teaching, when they have ciphered as far as percentage; have committed a few isolated facts in history; have memorized a few rules in Grammar can describe some obscure river in the southern part of Africa; and can stammer through a sentence in the third reader without making more than a dozen blunders.

And the dear people? They say—not in word, but in deed—Yea and Amen!—*Prof. Earthman in River Falls Journal.*

Prof. Anderson, of the State University, recently sent the following letter to a Madison paper:

EDITOR DEMOCRAT:—In his great work, "The Cosmos," Alexander von Humboldt makes the following interesting mention of the discovery of America by the Norsemen. The notice can be found in Vol. II., page 269:

"We are here on historical ground. By the critical and highly praiseworthy efforts of Prof. Rafn and the Royal Society of Northern Antiquaries in Copenhagen, the Sagas and documents in regard to the expedition of the Norsemen to Netherlands (New Foundland), to Markland (the mouth of the St. Lawrence River and Nova Scotia), and to Vinland (Massachusetts) have been published and satisfactorily commented upon.

"*The discovery of the northern part of America by the Norsemen can not be disputed.* The length of the voyage, the direction in which they sailed, the time of the sun's rising and setting are accurately given. While the califate at Bagdad was still flourishing under the Abassides, and while the rule of the Saminides, so favorable to poetry, still flourished in Persia, *America was discovered, about the year 1.000,* by Leif, son of Erik, the Red, (Leif Erikson,) at about 41½ degrees north latitude."

Hoping you will find place for this communication in your columns, I remain, Yours, &c., R. B. ANDERSON.

OFFICIAL DEPARTMENT.

OPINIONS.

SPECIAL MEETINGS.

Q. Is a special meeting legal, if called at 8 instead of 7 o'clock?

A. The law says 7 o'clock for the annual meeting because that is to be held although no notice be given. If no hour is named for an ordinary special meeting it would naturally assemble at 7. It is better to name a specific hour, in the call, and it would not be illegal, if called at 8. Where a tax is to be voted, the time as well as place must be named.

Q. Can those signing the call for a special meeting name an hour for it?

A. It is not improper for them to do so, but the clerk, in giving the notices, may see fit to use his discretion as to the hour, considering the convenience of the whole district rather than the wishes of those who call the meeting.

DOUBLE SCHOOL HOUSES.

Q. Can a school-house be built with two rooms, one for the public school and one for a private or parochial school?

A. It is not a good plan to have any such arrangement. If a district is quite poor and considerable expense may be saved, it may be deemed lawful; but the district must have nothing to do, as a district, with the building of the other part. It must have a separate title to its own site, make a separate contract, for its own house, and have an entrance to it entirely distinct, and no communication should exist between the two houses. The lots should also be parted by a fence. But after all, the objections real and possible to the combination, outweigh any probable saving of expense by building two houses on one foundation, under one roof.

SHARE OF SPOILS.

Q. The district from which our district has been set off has received very large amounts of taxes, in past years; are we not entitled to a share of this as well as of the proceeds of taxes now in process of collection?

A. You are entitled to your share of the value of all property on

hand at the time of division, including taxes or other moneys due. If "large amounts" of taxes received in the past means unjust amounts collected off of lands of non-residents, then it is likely they have been *disposed* of unjustly, and that there is no accumulated fund in which you can share even if it were lawful.

POWER OF THE SCHOOL BOARD.

Q. Can a school board exclude a pupil from school on account of having epileptic fits, if his presence is found to be injurious to the school?

A. Such a pupil ought not to be excluded if but rarely attacked any more than a pupil sometimes subject to fainting. If the attacks are quite frequent, and really appear to be a source of serious disturbance and injury to the school, exclusion would be justifiable, and perhaps best for the pupil. The advice of a good physician would be proper.

Q. Has a school-board power to set out shade-trees and present a bill of expenses for allowance?

A. This scarcely comes within the scope of their powers. The trees may be useful as well as ornamental; but can hardly be ranked among the "necessary appendages." (Sec. 49.) Call a meeting, talk up the subject; organize a "bee;" that would perhaps be the best plan to get the trees. All would then feel an interest in them.

Q. Can the board close the school, from time to time, on account of the occurrence of certain "holy days?"

A. There is no authority for closing the school except on the legal holidays, which are named in the 4th section of the comments on Section 44 of the School Code. Both teacher and tax-payers may have just ground for objection to it.

Q. Can a majority of the board make "Decoration Day" a holiday and close the school?

A. A School-board cannot make a legal holiday. That is the province of the legislature. If school is closed on the day mentioned a day is lost.

FREE HIGH SCHOOLS.

Q. If a town is under the town system and has a free high-school, will the town board of directors be the high-school board?

A. That is the reasonable conclusion. The law seems to overlook

the case of such towns. One principal advantage of the town system is that it opens the way readily for a central school of a higher grade.

Q. If a free high-school term lacks say two or three days of 13 weeks can money be drawn?

A. When the law says 13 weeks it does not mean 12 weeks and 3 days. The full minimum term must be reported, and that is little enough.

MISCELLANEOUS.

Q. Do you understand Chap. 172, laws of 1877 to render a dealer who sells school books and stationery ineligible as a member of the school board?

A. His being a bookseller does not render him ineligible; but if he *accepts* the *office*, it is probable that he is thenceforth precluded from dealing in school books and stationery. A school officer must not "act in *any manner*, either directly or indirectly, as agent or solicitor for the sale of stationery or of any school book or books."

Q. During this winter, the hooks for hanging wraps on and the lead inkwells were reduced to almost a nonentity. The district estimates the damage at $50. Can they collect it from the teacher? Probably the greater part of the damage was done during his absence from school.

A. The degree of the responsibility of the teacher would depend partly on the stringency of the contract, and partly on the facts proved as to the destruction of the property. Of course he would not be liable for damage done in his rightful absence, he having done his duty when present. He would be answerable for the consequences of any gross neglect.

Q. Is the refusal of a teacher to pay his just debts a sufficient reason for refusing him a certificate?

A. It is. The refusal, if payment is in his power, is dishonesty; dishonesty is immorality and debars from a certificate. Of course there should be good evidence of the dishonesty.

Q. Can a county board oblige a county superintendent to take orders which are at a discount?

A. The salary is to be paid in lawful currency. Municipal orders hawked about are not such. The superintendent is entitled to his full lawful salary. If there are no funds in the treasury he may of course have to wait, and may in that case prefer to take orders which are at a discount.

CORRESPONDENCE.

EDITORS JOURNAL:—A class in Botany in the Sheboygan High School have pursued the study for ten and one-half weeks, Miss Nelly C. Jones, teacher. The class numbers 18 and the average age is 14 years. The average number of flowers analyzed by each member of the class to date, is 171, the greatest number analyzed by any member of the class, 245, the smallest number, 109. Five members of the class have analyzed 200 or more specimens each, and eleven members have analyzed over 150 specimens each. Specimens of all flowers analyzed are preserved in herbariums by each pupil.

Considering the age of the pupils, the time the class have been pursuing the study, and the fact that the work in Botany has not been allowed to interfere with the work in other studies pursued by the class, I think the work reflects great credit upon both teacher and pupils. L. DOW HARVEY.

A correspondent who signs himself A. S., sends answers to the grammatical questions discussed last month, also a demonstration of the geometrical proposition, and says it is among the problems in Loomis' Geometry. We have not room for another demonstration besides the one already given. He submits also the following:

I formerly used class books, pocket size, published by Smith, or Smith & Co., Detroit. I do not know the exact name of the firm any more. Can you or some reader of the JOURNAL give the address of a firm of a similar name at Detroit that publishes class books? By doing so, you would oblige me. A. S.

The present system under which the election of members of the school boards is held in July is inconvenient, for teachers wish to know at the close of school whether they may retain their positions or not; but the change of members of the board makes that uncertain. A. S.

I make free here in giving my opinion in regard to the admission of women to school offices. I think such a measure may deter some men from the profession of teaching. Not all men are willing to submit to the direction of women. A. S.

In the demonstration by Prof. Rockwood last month, a change was made, at the last moment in the form of certain expressions, and the parentheses were placed wrong:

(ma^2), (mb^2) and (mc^2). should have been $(ma)^2$, $(mb)^2$ and $(mc)^2$.

We have received a fine demonstration of the problem from W. J. Brier, Plymouth, for which we regret we have not space.

In the grammatical answer by E. T. Fitch, a period should have been placed after "May number," p. 273," and a comma only after "case," in the next line.

The article by Prof. Earthman, in the last number on "Recitation in History," should have been credited to the River Falls *Journal*, having been written for the Educational Column of that paper, by request of Supt. Baker.

EDITORIAL.

NOTICE.

The State Superintendent is able to assist school boards in securing some excellent teachers for the coming year. Applications from officers will receive attention, and an effort will be made to help get "the right man in the right place."

THE GREEN BAY MEETING.

A note just received from President Park informs us that the prospects for the Green Bay meeting of the Association, July 17th, 19th, are excellent. There will be a large attendance. Green Bay is an historic town. The hotels are superior. The air and temperature can not fail to be invigorating, being largely influenced by the bay and lake. The programme of proceedings is promising. Let everbody go and get a fresh increment of health and inspiration.

EDUCATIONAL SERVICE REFORM.

The report on "A State System of Education," presented by a committee at the last meeting of the State Association, and adopted and approved by the same, has met the very general approval, not only of educational men, but also of other intelligent and thoughtful citizens to whose attention it has been brought. The Press of the State, so far as it commented at all upon the report, spoke of it in terms of praise.

There is a wide-spread and growing conviction that there is need no less of educational service reform, than of civil, or mere governmental service reform. If the interests of the people demand that ordinary business principles shall govern the appointment and the official tenure of those who manage the business affairs of the government, still more do those interests demand that such principles shall govern in the far costlier, and, in a good sense, far more important work of popular education. More important, we say, because without the general enlightenment that comes from substantially universal education not only is economical and efficient popular government impossible, but popular government itself, in any endurable form, is impossible.

That a reform in the educational service is demanding serious attention in many northern states, and is a reform called for by the inadequate results from present enormous outlays of money, has been made, we think, clearly apparent in the pages of the JOURNAL and in the recent annual reports of the State Superintendent.

But the evidences are accumulating. The opportunity enjoyed and improved by thoughtful men last year to become acquainted with educational systems and results in other states and countries has opened the eyes of thousands to the imperfections in their own home systems. It is not now merely Francis Adams, of England, or M. Buisson, of France, who is criticising the defects in American educational policies. It

is no longer only a single western superintendent lifting his voice in honest admiration of the Ontario system, the thirty years' work of one gifted man. Now every American superintendent, who has been in office long enough to understand his field of labor, who had eyes keen and honest enough to observe superior excellence in foreign work, and has courage strong enough to utter his real convictions,—every such man is now admitting our defects and calling for the reform that shall remove them.

We propose, in future numbers of the JOURNAL, to print extracts from some recent "confessions" of our best educational men. The last that has come under our observation is from the pen of Prof. S. H. White, of Illinois, who was in charge of the educational exhibit of that State at the Centennial, and whose opportunities and capacity for judging wisely were scarcely second to those of Supt. Wickersham, of Pennsylvania, whose testimony is already before the the teachers of Wisconsin in the last State report.

Meantime, when Wisconsin educators are harmoniously working for the reforms that shall put us abreast of the most advanced states and countries, when they see the divorce of education and politics a glorious possibility in the near future, when they have just won a signal victory over a selfish, unscrupulous, and semi-political conspiracy, and when a reformed civil service in the nation becomes to them an example and an inspiration; then what do they think of a political "regency," a "bossism"—untimely relic of darker days—virtually declaring, with wonted impudence, that they shall have no voice in the nomination of the chief educational officer by either political party, and that not even an educational man can or should receive such nomination? What do they say to this attempted political outlawry, by a few disappointed conspirators, of every educational man that dared express an opinion against their own selfish, frustrated scheme?

There is but one answer. Let this second conspiracy succeed, against the wishes of every honest educational man in the State, and of nineteen-twentieths of the rest of the people, and the teachers may next time make their own nomination, to be overwhelmingly ratified by the people. Thus, was Newton Bateman nominated over twenty years ago, and, for nearly half a generation, renominated and kept in office by the appreciative teachers and people of Illinois.

With such a result wrought out here the conspirators would complacently exclaim: "Give *us* the credit. We not only made books cheap, but *we* divorced education and politics."

THE STUDY OF WORDS.

To look behind certain facts, apparently without connection, significance, or interest in themselves, and find hidden causes and relationships, is to irradiate the field of study, add zest to investigation, and ease to acquisition. Every branch of study gives numerous opportunities, and even invitations, to trace multiform results back to uni-form causes. Development from the simple to the complex seems to have been—and to be—nearly everywhere the rule of creative action.

Words, no less than plants, are a *natural growth*, subject to organic laws. Philology, no less than Botany or Geology, is a "natural science." The laws that govern the development of language are more obscure than those governing the growth of animals or plants, but they are no less outside of man's control, no less purely natural, no less inexorable, and, to a certain extent, no less discoverable.

It is only when grammar is studied from this point of view that it possesses the largest interest and yields the best results. What are the antecedents of a word? What is the philosophy of a construction? What light does one language throw upon another? Such questions are the perpetual delight of the true grammarian.

Out upon the belief that grammar is "dry," that words are not as much "things" of interest as bugs and snakes, plants and trees, rocks and shells! To the reflective mind they ought to be of *far more interest* than the latter. They are the highest—the sublimated—product of creation, the inflorescence of *humanity*.

Our profoundest pity goes out for the person who sees more interest in the worm that crawled from the slime, or the weed upon which it fed, on the morning of creation, eons before the earth was fit for its master, than in the winged Word that sprang from that master's brain as he finally stood upon the completed and glorious earth a preeminent and conquering Intelligence, akin to the Divinity whose best handiwork he was. The worm and the weed are but a worm and weed still. The Word, however,—*what has it not done!* It has trained and enobled the race. It has made the best the teachers of all. It has preserved human experience, making the past perpetually present. From it have come Art, Science, Literature, Philosophy, Religion, yea, Civilization itself,—all that really makes man much superior to the horse or the ox. Nay, to it the worm and the weed owe their very names and the sciences that dignify them, and the observers that study them.

Let no one then foolishly rail at the study of words. Whoso does rails at the study of one of the most useful and "practical" of sciences, and a "natural" science, too. He virtually declares that precision of thought and speech is of little value. He casts a slur upon literature, and degrades intellectual pleasures. He makes the worse the better reason, and is really an enemy to his kind.

Let all good men, however, decry that unprofitable study of words which provokes no reflection and excites no interest,—which memorizes but does not comprehend,—which knows no difference between the wheat and the chaff, and keeps as vigorously at work grinding the one as the other. Of this sort of work there has been and still is far too much. This has brought the study of Greek and Latin into disrepute, and has made English Grammar too much a dead forest of dry phrases and rules.

SOME MORE GRAMMATICAL SUGGESTIONS.

What is "What?"

Last month, in the interests of simplicity in grammatical construction, we discoursed briefly on the little word "as." Although the result is that some of the "Doctors" are vigorously criticising our well-meant effort, and a trial for philological heresy is impending, we quietly present a new text and continue our expositions.

The grammarians say that the word "what" is a protean word capable of becoming nearly half a dozen different parts of speech. It is at times any one of the following; (1) an interrogative pronoun; (2) a compound relative pronoun; (3) an adjective, (4) an interjection; (5) an adverb.

Few words in the language are more perplexing to the grammatical tyro than this slippery monosyllable. Is it not possible to find a single primitive or radical meaning to which all its other significations and uses may be easily referred? We think such meaning can be found, and that with this clew once in hand all difficulties immediately disappear—the word becoming essentially the same in all situations.

Let us illustrate, in some easy sentences, its various uses, and try to ascertain the radical and the derived meanings.

(1). What have you?

(2). What bird have you?

(3). I can tell you what you have.

(4). I can tell you what bird you have.

(5). I give you what I have.

(6). What (= how great) folly!

(7). We know what brave hearts they have.

(8). What! this a sleeve!

(9). He accomplished it what (= partly) by force what (= partly) by stratagem.

The above illustrate substantially all the various uses and significations of "what." Let us assume that the interrogative was the primary use of the word, and we observe that it was employed in asking questions respecting things indefinite and unknown, of which some knowledge was sought to be gained. It may be used in reference to anything but a person. If the reference is to something wholly unknown, both as to its class and individuality, "what" is employed alone, as in the first example. If the inquiry is respecting an unknown individual object of a known class, then it is employed with a noun, as in the second example. Whether the solitary use or the use with a noun was the antecedent one, it is difficult to conjecture. Both appear alike simple and primitive.

In (3) and (4) "what" loses nearly all of its interrogative force, because the question becomes indirect and the proposition of which it is a part is subordinate. In (5) the interrogative force entirely disappears. A little consideration, however, will make it clear that in (3), (4), and (5) "what" is *the same word as in* (1) *and* (2). In (6) we have merely a modification of its use in (2), the interrogative transformed into the exclamatory and the signification of "what" strengthened by a peculiar mode of utterance. In (7) also we find a similar modification and strengthening, "what" modifying the indivisible expression "brave hearts." In (8) we have an ellipsis and partial transformation of the interrogative into the exclamatory use—"what!" being equivalent to "what is this!" or what absurdity is this!" In (9) the very peculiar use of "what" (= partly) is due to an unusual ellipsis, which in the example may be thus supplied: "He accomplished it what (part he was obliged to) by force, what (part he could) by stretagem."

More briefly the uses of "what" may be thus shown:

(1). What (birds) have you?

(2). I can tell you what (birds) you have.

(3). I give you what (birds) I have,—or, what I have is yours.

(4). What (absurdity is this)? !

(5). He accomplished it what (part), etc.

We are now prepared to draw some conclusions.

(1). "What" in *all uses is essentially the same word*.

(2). A common name ought therefore to be applied to it *under all circumstances*.

(3). It can be used with or without a noun.

(4). No other name seems so appropriate as that of "adjective pronoun."

(5). It is never a relative pronoun,—much less the "compound," "double relative," it is so commonly but absurdly called. In (3), immediately above, "what" is wholly the object of "have," and the direct object of "give" is not an imaginary part or antecedent of "what," but the entire clause, "what I have."

(6). In (4) "what" should not be called simply an interjection, but an adjective pronoun *used interjectively by ellipsis*.

(7). So in (5) it is again an adjective pronoun *used adverbially by ellipsis*, in the sense of *partly*.

(8). In like manner in (1) it would seem better to call "what" the adjective pronoun *used interrogatively*. This interrogative use of it appears now as accidental as the like use of a verb, although it was probably the primitive use.

THE CYCLOPÆDIA.

Steam and electricity have to a great extent annihilated space. We now accomplish in an hour, with the comfort of our own sitting or drawing rooms, what was once the tiresome journey of a day. We read, as we sip our morning coffee, the world's news of the previous day brought to our paper during the night by lightning currents that rush in a moment under oceans and across continents, bearing their bidden messages from all countries. What other modern wonder is to be compared with these? We do not know, unless it is that admirably arranged treasury of all human knowledge brought to our fingers' ends in the modern Cyclopaedia.

Suppose a young friend asks us to name for him a hundred dollars worth of books as the nucleus of a private library, would it be exaggeration to say, We know a *complete* library containing treatises on every branch of knowledge, admirably written, excellently illustrated, and substantially and neatly bound, all to be had for your hundred dollars? It is no exaggeration. Such a library is literally to be found in a great modern Cyclopaedia.

Such are the thoughts suggested as we examine the published volumes of the new (ninth) edition of the Encyclopaedia Britannica, by far the largest and most complete Cyclopaedia in the English language. This magnificent work, now in process of publication in England, is entitled to the homage of all intelligent English speaking people. The twenty-one ponderous and elegantly printed volumes will, when completed, truly constitute one of the wonders of the modern world. No less than the railway and the telegraph, will this work be a great exponent of our civilization.

It is in no disparagement of other Cyclopaedias that we thus refer to this particular one. Several others are admirable in their way—Appleton's, Johnson's, Chambers' etc.; but for exhaustiveness and authoritativeness none other can, upon the whole, be compared with it. The distinctive feature of the Britannica is that its leading subjects are exhaustive treatises, each equivalent to a volume in itself. Where other Cyclopaedias give outlines of what is known of a subject, geographical, educational, architectural, antiquarian, military, artistic, theological, or what not, the Britannica gives the whole with a fullness and precision marred by no restrictions of space.

Add to this the fact that Europe is still preeminent in the men and materials for constructing a great work like this, and it can be readily understood that our words are not extravagant, but those of soberness and verity.

It ought to be a fact of great interest to the scholarly and intelligent of this country that simultaneously with the English edition there is being published here an American edition of the Britannica, in more convenient form, in all respects as complete, and in some respects superior to the original, while its cost *is but little more than one-half as great*. We apprehend that this fact is not generally known. The advertisement elsewhere will give some particulars.

Let us say that a good Cyclopaedia ought to be in every school, its value there taught, glimpses of the great fields of knowledge shown through it, and youthful hands taught to use it carefully and reverently.

Let us add, finally, the same ought to be in every *family*. It is a powerful educating influence with children. Let the schools teach them the art of reading with ease, if not with grace, and let the home afford abundant and wise sources of constant and leisurely instruction in the shape of books. Thus will home culture supplement school culture, and the latter *not be given largely in vain*.

With a love for reading acquired in the school, and books at home, or in the easily accessible library, to foster and extend that love, possibly duodecimals in arithmetic, some of the capes of Africa, and one or two of the more doubtful sounds of *a*, might be omitted from the school curriculum without diminishing the sum of human happiness, or threatening the stability of the State.

NEW PUBLICATIONS.

PERIODICALS.

THE DOMESTIC MONTHLY. The July number of this popular magazine opens with the usual remarkably complete and comprehensive review of fashions, and in the literary department we find a continuation of Mary Cecil Hay's new and charming novel, "Her Three Lovers," three excellent short stories, and a number of very good poems. In the Miscellany several very interesting articles are contained, the Household Department provides an abundance of good receipts, hints upon domestic economy, etc. and taken altogether, the number is an excellent one. The Domestic Monthly is pub-

lished by Blake & Company, 849 Broadway, New York, at $1.50 per year. Specimen copies, 15 cents.

LITTELL'S LIVING AGE. The numbers of the Living Age for the weeks ending June 16th and 23, respectively, contain Wallace's "Russia," Edinburgh Review; The World of Fiction, Church Quarterly; Mrs. Lucy Hutchinson and Lady Mary Wortley Montagu, Victoria Magazine; The Kitchen and the Cellar, Quarterly Review; The House of Fortescue, Edinburgh Review; The "Find" in the land of Midian, Spectator; The Transvaal, Economist; A Circassian Scotchman, Leisure Hour; Italian Servants versus English, Examiner; The Income of the Established Church, Spectator; Kidnapping a Sloth, Leisure Hour; with installments of George MacDonald's "Marquis of Lossie," of "Pauline," a remarkable new serial, and of Wm. Black's new story, and select poetry and miscellany. July begins a new volume.

For fifty-two numbers of sixty-four large pages each (or more than 3,000 pages a year), the subscription price ($8) is low; while for 10.50 the publishers offer to send any one of the American $4 monthlies or weeklies with The Living Age for a year, both post paid. Littell & Gay, Boston, are the publishers.

THE JULY ATLANTIC may perhaps be called a hot weather number. The first paper is the beginning of a humurous story by T. B. Aldrich, called "The Queen of Sheba," which introduces characters whose names the reader has heard before, and the reviews in Recent Literature take up "The American" and other novels. Between the beginning and end of the number are a travel sketch by W. D. Howells, "At the Sign of the Savage;" a characteristic story, "Freedom Wheeler's Controversy with Providence," by Mrs. Rose Terry Cooke; a paper on wood-life, entitled "Recreation and Solitude," by W. J. Stillman, and one of Edgar Fawcett's poems, "Fireflies," a subject which seems to belong to him. General Garfield gives a historical paper entitled "A Century of Congress," with practical suggestions drawn from his own experience; Edward H. Knight continues his illustrated papers on "Crude and Curious Inventions at the Centennial Exhibition;" there is an article suggested by Paige's "History of Cambridge," and Professor James Russell Lowell has a sonnet, "Nightwatches." The Contributors in their Club discuss The American, the Old South, Municipal Junketing, Fechter, Anastasius, new pictures, new books, and the unfailing Boston culture. The range of this unique department grows wider every month. Boston: H. O. Houghton & Co. Terms, 35 cents a number; $4.00 a year.

LIPPINCOTT'S MAGAZINE for June is replete with good things, for instance: Down the Rhine, and in the Valleys of Peru, illustrated papers; The Lost Voice, a Love-Chase and the Priest's Son, interesting stories; Sleeping Song (paraphrased from Theocritus), Over the Waters and Prothalamion, pleasing poems; The Chinese at Beaver Falls, Some Tyrolean Superstitions, and Curious Couples, miscellaneous pieces, together with an installment of the Marquis of Lossie, Our Monthly Gossip and Literature of the Day. It is a capital number. July begins Vol. XX, and now is a good time to subscribe. $4.00 a year. address J B. Lippincott & Co., Philadelphia. Specimen number 20 cents.

NOTES.

We find an interesting account in the Algona *Republican*, of the first Meeting of the N. W. Iowa Association, held June 13-15, at Algona, Kossuth Co. State Superintendent G. W. Von Coelln, J. C. Gilchrist, President State Normal School, and other prominent educators were present. A. Brunsen, Superintendent of Kossuth Co. was the presiding officer.

The next General meeting of the American Social Science Association will be held at Saratoga Springs, N. Y., Sept. 4th—7th, 1877. The programme is already issued and gives promise of a session of great interest and value. Among the papers to be presented in the Educational Sections are the following: *Legal Education*, by Dr. Woolsey; *The Ventilation and Warming of Schools*, three papers, by D. F. Lincoln, M. D., of Boston, Dr. F. Winsor, of Winchester, Mass., and Prof. Wm. Watson, of Boston; *Desks and Seats for Schools*, by A. H. Nichols, M. D., of Boston: *Health and Study* by Hon. B. G. Northrop, of New Haven; and *The Half-time System of Education*, by D. F. Lincoln, M. D., of Boston.

The New England Normal Institute, to be held from July 25th to August 23d, at East Greenwich, R. I., is intended to furnish the best facilities for Literary and Musical Culture, not only to teachers of all branches of these departments who desire to prepare themselves for a more successful prosecution of their profession, but also to pupils in every stage of proficiency. This Institute is designed to meet the want for a Summer Normal that shall present the best facilities for culture and at the same time afford to tired and overworked teachers opportunity for seaside recreation and rest. Further particulars will be furnished on application to E. Tourjee, Music Hall, Boston.

Our readers who are thinking about the Paris Exposition will take note that partial arrangements have already been effected for a Trans-Atlantic Normal Trip to be taken during the summer of 1878. Daily Normal exercises will take place on the steamer and at such other points as leisure will permit. The tour will embrace Great Britain and the Continent, including the International Exhibition at Paris. The entire route to be taken and the time to be occupied will be decided at the coming session of the Normal. The expenses will be reduced to the lowest possible figures and will probably not exceed $350 for the entire trip.

It is rumored that the Paris Exposition may be postponed on account of the war and the unsettled state of Europe; but six weeks may show a great change in the aspect of things.

Prof. L. B. Everdell, of Fond du Lac, has ready for publication a somewhat elaborate work on English Phonology. From a hasty examination of the volume in manuscript, we are impressed with its evidences of patient labor and good scholarship. Prof. Everdell is now engaged upon a treatise on English Grammar, "originally written," as he says, "some nine years ago, twice re-written, and now wholly recast." He thus follows the Horatian rule, and certainly deserves success. Our best wishes are with him.

We have received a catalogue and programme of commencement exercises of Fisk University, Nashville, Tenn. This is the school for colored students, which has been made well known in both hemispheres by the famous "Jubilee Singers," through whose efforts, "Jubilee Hall," the chief and very imposing building, was erected. The school appears to be prosperous. The number of students in attendance during the year just closed was 246, divided into College Dep't. (Seniors, 2; Juniors, 2; Sophomores, 4; Freshmen, 8) 16; College Preparatory, 53; Theological, 33; Normal Course, 158; Higher Normal, 19. With just what success the problem of the higher education of the Negro is being solved in this and other like institutions, exclusively devoted to his benefit, we would greatly like to know, and wish some competent and impartial authority would announce.

The handsomely printed programme of the "First Annual Graduating Exercises" of the Darlington High School contains the names of seven graduates.

At Beloit the commencement exercises of the High School were held June 22. The Graduating Class numbered thirteen—5 in the classical course, and 8 in the general course. The classical course prepares for college. The school made an addition to its teaching facilities in a large and valuable collection of shells, corals, &c., and of fossils from adjoining States.

The graduating exercises of Carroll College, Waukesha, held in the Presbyterian Church, June 29, were of a pleasant character, including orations and essays, and an address on Culture, by C. L. Thompson, D. D., of Chicago. Diplomas, (in the Preparatory or High School course as we suppose) were awarded to seven ladies and the same number of gentlemen.

Prof. A. F. North, of Pewaukee, has been examining the classes of Carroll College, and publishes in the *Waukesha Freeman*, a very complimentary letter embodying the results of the inspection. Carroll College is undoubtedly doing excellent work,—it could not be otherwise under the capable management of Prof. Rankin,—and we endorse Mr. North's wish that the institution might be put on an enduring basis by a "timely and moderate endowment."

The exercises of Anniversary Week at Fox Lake Seminary, were, a Baccalaureate Sermon by the Principal, Rev. A. O. Wright, subject The True Education; an Address by Julius H. Dawes, Esq., subject, Hobbies; also, an Address before the Christian Association, by Rev. A. R Day, of Waukesha. On Wednesday evening, June 20, came off the Exercises of the Graduating Class, and the Annual Address, by Rev. Geo. F. Hunting, of Sparta, subject, "Pictures and Parables, their Place in the Education of Man." The school is prospering.

The annual exhibit of the New Lisbon public school, which was held on Wednesday evening, June 27, varied somewhat from a round of merely rhetorical exercises and music. The object of the exhibit was to show to the patrons of the school and to the public in general, the character of the work done, so far as it could be shown in the manner chosen. They were presented samples of kindergarten work from the primary department, drawing and writing books from the various rooms, examination papers of graduating classes, and oil paintings painted during the year by pupils of the high school.

We find in the Grant Co. *Advocate* a very interesting account of the commencement exercises of the Lancaster High School of which J. G. Davies has had charge the past year. Ten meritorious students received their diplomas, and in the evening were entertained, together with the teachers, by Judge Miller. The *Advocate* says: "The Lancaster schools were never conducted better than during the year which closed last Friday. Mr. Davies and his whole corps of assistants and subordinates have done more than well, and if any or all of them wanted 'another term' would, no doubt, be cheerfully re-employed. School teachers, like editors, preachers and other important objects of animated nature are known and judged by the fruit they bear."

The year just closed has been one of prosperity with the Normal Schools. The attendance of pupils has been larger than during any previous year. The administration of President Phelps at Whitewater has been thoroughly successful. The graduating classes numbered as follows:

Platteville—Two Years' Course	17
do Four Years' Course	7
Whitewater—Two Years' Course	8
do Four Years' Course	8
Oshkosh—Two Years' Course	12

At River Falls, where the school has been in operation only two years there were no graduates, although several had completed the shorter course, and at Oshkosh there happened to be no graduates from the Four year's Course.

At the recent close of the school year 18 pupils graduated from the Madison High School, a larger number than in any previous year. Nearly all these will enter the State University next fall. The public schools of the Capital, under the efficient management of Prof. Shaw, are in excellent condition. The High School is destined to become the chief preparatory public school of the State, in the sense that the Ann Arbor High School is in Michigan. It already gives superior preparation for all departments of the University, and lacks only the reputation and number of students which time and the complete abolition of preparatory work in the University will surely bring.

The twenty-fourth annual Commencement of the State University occurred June 20th. There were 42 graduates from the various departments, as follows: Arts, 5; Letters, 2; Science, 19, Civil Engineering, 5; Mining and Metallurgy, 1; Law, 10. The exercises of Commencement Day were creditable. In the matter of delivery, particularly, there was a marked improvement over preceding years. Every one of the seven young ladies was distinctly heard in all parts of the Assembly Chamber, something almost unprecedented. The programme indicated that two young ladies were entitled to "honors of the first grade," in scholarship, in the College of Arts, and one to "honors of the second grade," in the College of Letters. Only one young man,

took the first honors in the former, and one the second honors in the latter. Thus the girls had the lion's share. The Lewis prize (a gold medal) was awarded to Charles L. Dudley, of Madison, for general superiority of his oration—in thought, composition, and delivery.

Keep in mind the annual examination for State certificates at Madison, August 7th, 10th. The examiners are President Parker, Prof. Salisbury, and Dr. S. H. Carpenter. For circular with full particulars, write to the State Superintendent.

Q. What, amid July heats, is cooler than an iceberg? A. The claim of the Madison conspirators that they are entitled to the gratitude of "the people" because they have already made school books cheaper. Thank the pickpocket whose hand you caught feeling for your wallet, because he has taught you caution!

We need not call attention to the beautiful design for a school house, in the present number. It will attract all eyes. We shall in the course of the year give some other approved designs and plans. For the present one we are indebted to Maj. J. B. Merwin, Editor of the *American Journal of Education.*

Superintendent Guernsey, of Grant Co., recently wrote that he had quite a siege the past spring at his examinations. He had 471 applicants—about 70 more than last year—and expects 300 next fall. Multiply 471 by the number of branches in which the candidates were examined, and then consider the appalling labor involved in carefully reading and marking their papers! Only 220 out of the 471 received certificates. There are about 380 certificates in force in the county and about 250 teachers required at a given time for the schools. As some teach only in the summer, and others only in the winter, and others again obtain certificates mainly for the sake of the honor or the drill, without intending to teach during the year; Mr. Guernsey has kept the lines as closely drawn as circumstances would permit. His report for last year shows that 372 different teachers were actually employed in the county—only 8 less than the present number of certificates in force.

For the work that Superintendent Guernsey is doing—decidedly more than that of any other County Superintendent in he State—he ought to have a salary of at least $2,000 per annum. We don't see how any Supervisor of that countye an look him squarely in the face.

In the organization of most universities and colleges, the President is *ex-officio* a member of the governing board. In the University of Michigan he is not only a member but President of the Board. In the Iowa University he is a member and chairman of the Executive Committee. In the University of Minnesota he is a member and Corresponding Secretary. In the University of Kansas he is a member. In the East, college presidents are universally members of the Board. In Wisconsin, however, we find an exception. The President of our State University is not a member of the Board of Regents. An effort will probably be made to obtain from the next Legislature the correction of this defect in our University organization. A defect it really seems to us to be.

The following resolutions were adopted by the Senior Class of the State Normal School, Whitewater, Wis., June 18, 1877:

Whereas, We have learned with deepest regret that the connection of Miss Lilly, Prof. Culver and Miss Deichman with the Normal School is about to be severed, and

Whereas, Miss Lilly has done so much to secure and maintain the present high standing of the institution, and has ever been to us and to all her pupils an unbiased adviser, a faithful friend and teacher, and a noble example of staunch womanly character, and

Whereas, Prof. Culver has been an earnest and efficient instructor and a kind and obliging friend—ever willing to assist the students, especially in their efforts to entertain the public, and

Whereas, Miss Deichman, though not a teacher in the regular studies of the course, by her pleasant manner and by her valuable services on all public occasions as well as in the performance of her daily duties, has won the esteem of all, therefore

Resolved, That we desire to publicly express our sorrow and disappointment in view of our coming separation.

Resolved, That we tender to them the honor and gratitude due for the faithful performance of duty, together with our continued love and best wishes for the future.

Resolved, That a copy of these resolutions be presented to each of the persons mentioned, and also to the Whitewater *Register* and to the WISCONSIN JOURNAL OF EDUCATION for publication.

W. L. GORDON,
ELLA COOK,
ELLA HAMILTON.
E. S. RICHMOND.

Committee on Resolutions.

Prof. R. L. Reed, principal at Prescott, writes: "We closed up a very successful year of nine months last week. Misses Watkins and How are very superior teachers in their departments (primary). Platteville will not be ashamed of them."

Hon. Henry Kiddle, Supt. Public Schools of the city of New York, says, in his annual report for the year ending Dec. 31, 1876, in reference to the Compulsory Attendance Law of that State:

"At present, notwithstanding the faithful and laborous exertions of the officers in charge of the truancy department, I do not think the results are at all commensurate with the expense incurred." In reference to the law outside of the city he says: "Indeed, in no other part of the State have any practical steps been taken to enforce its provisions."

There is a constant demand from other states for the last three Wisconsin School Reports. Prof. L. F. Parker, Chair of Greek and History, State University of Iowa, (an entire stranger to us), who asked for a copy last year, writes, June 5th: "Please send me a copy of your last Report, if convenient. These reports of yours are too valuable to be limited to Wisconsin." Several copies of the first two were recently solicited by persons in the Canadian provinces of New Brunswick. The superintendent is of course pleased to find them appreciated, and regrets that the supply of the second report has for some time been exhausted.

We are having many proofs of the rapid settlement of the country along the newer portion of the Wisconsin Central Railway. The demand for dictionaries, school codes, etc., from that region, has been brisk. An intelligent letter is just received from the editor of the *Times*, published at Phillips, on the line of that road, announcing that the people of his town have adopted "the township system" and are about organizing their first schools. The first two school-houses will be built this summer at a cost of $5,000, one-half loaned from the State. This is only one of many evidences of the rapid march of civilization into those northern wilds. The Wisconsin Central Railway deserves the gratitude and good will of every citizen interested in the progress of the State. The road is now entirely completed through to Ashland. Our readers have observed its advertisement published for some months in the JOURNAL.

Mr. Chas. A. Wilkin, principal at Avoca, whose attempted assassination on May 4th, by a Mr. Carver, whose child he punished, has been widely noticed and commented upon by the press of the State, writes respecting the *State Journal's* account of the affair, which was generally copied and circulated: "It may not be amiss to say that even modern newspaper sensationism lacks warrant for the complete audacity of that article," and adds that "the circumstances of the shooting were hideously misrepresented." Mr. Wilkin says that he never before applied the rod to any pupil in any school, that in this instance he whipped "with the high sense of duty" and with perfect self-control. After a careful study of the case for some time he had decided that he must either whip or expel. For the pupil's sake he chose the corporal punishment, which he inflicted "with the due degree of thoroughness which the critical juncture made indispensable." He adds: "Of course I was aware of his (Mr. Carver's) liability to 'lose his head,' and of his irresponsibility when in an acephalous condition. But I honestly strove to benefit the pupil, and I am honestly proud of the result; for the little girl is yet in school and is doing such work as she never did before."

We know Mr. Wilkin and believe every word of his clear statement of the case. He is an exceptionably high-minded, intelligent, and cool-headed young man—one of the most thoroughly excellent and promising of the recent University graduates. We believe he is deserving of no censure for the act that nearly cost him his life, but only of warm congratulation for his narrow escape.

The new illustrated Historical Atlas of Wisconsin which has long been in preparation by Snyder, Van Vechten & Co., promises to be a work of great interest and value, far surpassing any atlas of our State yet published. It will contain a large and accurate map of each county and city, together with the early local history of the same; a geological map; a climate map; a railroad map of both the State and the United States; fine lithographic views of public buildings; a general history of the state; treatises on its educational, agricultural and commercial interests, etc., etc. C. W. Butterfield, the author of Crawford's Campaign, against Sandusky, and other historical works, is now in Madison preparing the general history. Three other persons may be daily seen in the Historical Library at the capitol, hard at work putting in shape the local histories. The article on the Geology of the state, with the geological maps, will be furnished by State Geologist Chamberlain; the Educational History by State Superintendent Searing. The publishers propose to spare no expense to make this work command after publication the respect of the most critical. We give this

unsolicited notice as due to honest men, and to an honest and important work promising to be an honor to the State.

We are glad to learn that Prof. Harvey, of Sheboygan, has received a patent for his ventilating device. He is making good his promise to explain his plan through the JOURNAL. We have an article from his pen which will appear next month. Meantime he reports in the present issue some unusually good work done in Botany by a class under one of the Sheboygan teachers.

Man's dominion over nature is constantly increasing. What with tunnelling mountains and canalling isthmuses, and improvements in locomotion by land and by sea, impediments to ready intercourse between all parts of the globe are being removed. But more than this, it is proposed to convert sea into land and land into sea. The Dutch are about to add some 500,000 acres of fertile land to the Kingdom of Netherlands, by shutting and pumping out the southern part of the Zuyder Zee, and the French to make an inland sea in a depression of the desert of Sahara, by letting in water from the Mediterranean by a canal of twelve miles in length from the Gulf of Gabez. The new sea would be considerably larger than the Great Salt Lake, and perhaps modify the torrid climate of Northern Africa somewhat. In Egypt tree planting is beginning to bring the long unknown phenomenon of rain in some quarters.

The library of the State University has now a trifle over 8,000 volumes, an increase of about 1,000 in two years. This increase is partly from the library of the late Dr. Lapham, recently purchased by the State, but the annual increase from regular purchases is considerable. The purchases during the last three years have been made with good judgment, and it is safe to say that the value of the library in general has during that time more than doubled.

We find the Florence Oil Stove to meet all reasonable expectations. It will boil, broil and bake, roast, toast and fry, and do anything else required of a well regulated cooking apparatus, in a highly satisfactory manner, and at a trifling expense. Its advantages are best learned by sending for a circular. We have the double heater, as shown by the cut which forms part of the advertisement on another page. Our "help" has just remarked—"It irons splendidly." The cost is saved in a short time in fuel.

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JOHN P. HAIRE, A. M.,

Janesville, Wis., Agent in Wisconsin.

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are *sui generis*, and in price, are within the reach of any school; our text-books were written by practical teachers, and are cheap as the cheapest; Perce's Magnetic Globes are the only ones that illustrate the effect of gravitation. All our *helps* are first-class in every respect.

Among our publications we name:

Guyot's Geographies,
Sheldon's Readers,
Cooley's Natural Philosophies,
Smeaton's Etymology,
Perry's Introduction to Political Economy.
Tenney's Zoologies,
Felter's *New* Arithmetics,
Cooley's Chemistry,
Melville's Slate Drawing Cards,
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PRESIDENT'S ADDRESS.

Read before the State Association, at Green Bay, July 18, by M. T. PARK, *President.*

The advantages arising from association and united efforts can hardly be over estimated.

The old adage of strength in union, a union formed for the advancement of noble thoughts and ideas, has no better verification in our great state than the parent of many of our educational characteristics—The Wisconsin Teachers' Association.

Twenty four years have passed since a few devoted teachers organized and started it on its great mission. There were numerous isolated centers of educational work in those days, that only needed this nucleus to rally around, and by organization and union assist in making it what it now is—a gigantic power in the cause of education. But little past its majority it stands deeply imbedded in the soil of educational progress, and its branches—Superintendents' Association, Principals' Association, Teachers' Institutes, Normal Schools, and many other important instrumentalities from this parent tree are bearing fruits, which, carried to appropriate schools are bringing them up to a comparative standard of excellence with those of older states.

Our meetings are annual, semi-annual. From the theories advanced practical work has been done. To a certain extent we estimate a teacher by his thoughts expressed at these meetings; a just standard of criticism, but can we not add to it by asking for results? To this end I would respectfully suggest than an Exhibitory Department be added to our association work, wherein may be shown specimens of penmanship, drawing, map-drawing, delineations and collections in

natural history, etc. Much might be said in favor of such a department, of its teaching and stimulating effects, but I leave it for your consideration with the expression of an earnest belief in its usefulness, and a sincere desire to see it carried into effect.

MUSIC IN PUBLIC SCHOOLS.

The German proverb, "Where music is not the Devil comes in," if bearing much of truth or force is certainly in its application worthy of the teacher's observation and thought.

The purpose of education in its broadest sense, is for future enjoyment; to so prepare one for life that goodness and happiness may be attained. With this view of the matter should we educate only in those branches which may by and by have a tendency to merely aid in accumulating dollars and thereby propagate and encourage a mercenary spirit? Should we not as well educate iu branches of study that will enable our pupils to make pleasant and enjoy the home circle? Then what is more practical than music? Its disciplinary and humanizing effects in our every day school-work are also worthy of our notice. As a means of restraining and checking the bad passions, and supplying better and noble ones, should we not assign it a more important position in our curriculum of work? To make music successful many obstacles may have to be overcome: the disinclination of the pupil, the objections of the parent, the indifference of Boards of Education are not among the least.

But that these impediments have been met and surmounted, and music, the youngest of the arts obtained a firm foothold, numerous schools in our state to-day bear evidence,—schools where its value is appreciated, where it stands as an important auxiliary of good results and would be among the last of useful branches to be dispensed with. Are there not lessons of importance to us as teachers in these testimonies?

DRAWING.

Drawing as an educational force is not fully appreciated. Too often looked upon as an accomplishment, the ability to make pictures something for young ladies to take to finish a prescribed course, it is almost a dead letter in our public school system. The cry of "special teaching" is often raised, and "no one can teach it unless specially

gifted in this direction." By such arguments it is implied that "few can learn it," and hence the teacher becomes as skeptical regarding its usefulness as pupil and patron, and the result is easily foretold.

Is it not generally conceded that inventive drawing will discipline perception, and from this imagination and reason? Is not the cultivation of these faculties education in its highest sense? Will not the artisan who has the education that enables him to draw his plans succeed beyond the one that cannot? With affirmative replies to the above questions and with leading teachers placing drawing as third or fourth in order with other branches in necessity and usefulness can we longer ignore or neglect it?

STATE UNIVERSITY.

That our State University should be what it was intended for—the topmost round in the educational ladder of the state—the culmination of systematic school work we are quite well agreed upon. Its influence should be felt through Primary and High School. To this we as teachers should watch not jealous of but *for* its success; in all ways to add our mite for its progress, or be prepared to battle for its safety when dangers assail.

The growing confidence of the people in its management and work has fully justified our legislators in providing means for a yet larger and more efficient growth. Let us express the hope that harmony and wisdom will prevail in the councils of those to whom this important charge is entrusted, that the generosity of the people may continue, and that the highest results may follow.

NORMAL SCHOOLS.

Prominent among the results of the deliberations of this association regarding the needs of the profession was the legislation for the establishment of the training schools whose business it should be to furnish teachers specially trained for their work, and thereby render the vast capital devoted to educational purposes far more productive. With all facilities granted by our generous fund, still of the six thousand teachers required for our schools but one thousand are annually receiving any portion of this training. May we not here express the hope that the one thousand in their respective localities will act as leaven in the work of common schools, and that

the impress of our Normal School work may be made in various educational fields, causing friends of the system to rejoice and put forth greater efforts for its advancement?

PRINCIPALS' ASSOCIATION.

The Principals' Association after a few years of rest was revived last winter. Its purposes are commendable to thinking teachers, viz: To assist principals of schools by comparison of ideas in discussion to meet their responsibilities understandingly. An important auxiliary of the parent association it has its distinctive allotted work to perform—work that cannot well be reached by larger bodies, unless at a sacrifice of problems important to all. With leading educators at the helm we may expect much of good to school interests.

SUPERVISION OF SCHOOLS.

The Superintendents' Association composed of supervisors of city and country schools, with the State Superintendent as director or presiding officer, has much to do, and much is performed for the benefit of the supervisory system. Many cities and counties are, unfortunately, not represented in these meetings of this association, owing largely, no doubt, to the peoples' indifference or their distrust of the efficacy of supervision, resulting in inadequate salaries, the appointment of business men in many cities, who earn their nominal salaries by remaining passive, a target for indignant shafts that are sure to come.

Cannot the people be educated to see that better results may be attained from the thoughts and deeds of one who, with remunerative salary, may devote his *whole* time to supervision? Is there not enough of good in the supervisory system to warrant this body in pushing forward until even in small cities it is more perfect?

The county system has its defects and defective friends. Too much is attempted, too much in consequence is left undone.

TEXT-BOOKS.

Prominent among the instrumentalities of the teacher is the text-book. The necessities for uniformity in particular cities or districts are imperative. In cities where teachers are more permanent the needs are quite generally supplied. In district or country schools,

where the supervisory power may be remote or unable from various causes to do this work, there is a sad lack of regularity or uniformity, In many of these schools where the text-book is so much relied upon, where much is required of it, we find such an utter disregard of anything approaching uniformity, that classes are multiplied to such an extent that the teacher hurries from one to another with small results.

These statements involve problems that have been presented to this body before. Discussions as to ways and means out of the difficulties have arisen and much of good has resulted. But for the unaccomplished work, and the new phases which the problem has so recently assumed, which may finally result in disaster to the cause you represent, I should pass it by. But recognizing that the text-book question may, unfortunately, at no distant day, become an important factor in political affairs of our state, should not this body, appreciating the valiant blows already struck for the public school interests in this great speculative contest, place clearly before the people the remedy which your long and intimate experience in the work suggests?

TEACHERS' INSTITUTES.

Among the most important of our educational accessories stands the Teachers' Institute.

The work done in these meetings within the last ten years, for the teachers, and through them for the schools, is unsurpassed by other educational features. So far as text-book or general information imparted is concerned, perhaps too much has been expected. No leader can make, neither does he expect to make, successful teachers in a few days or few weeks out of somewhat crude material; but to establish an earnest desire in the teacher for higher culture in his profession, to lay a foundation of thought and inquiry that will lead him to search in appropriate schools for the training that may help him to go forth and become a teacher of pupils and patrons, a leader in moral and mental education.

Possibly we as an association or body of teachers, although appreciating the work done in these institutes by a few of our leading educators,—possibly, nay *probably*, we expect, now that the system is inaugurated and flourishing, that it will care for itself; the youth has reached years that will enable him to walk alone; that it is a youth no

more but has come to manhood's prime and hence must stand or fall on its merits.

Is there not greater danger from cold neglect than from active opposition? Its merits and demerits should be discussed at our sessions. Ever ready to criticise, ever ready to encourage, we should consider it as it is, one of the fruitful branches of our parent tree for the dissemination of knowledge, and watch all innovations upon its systematic course with careful vigilance.

I have spoken so far upon the general or state Institutes. Not less important in their respective fields are city and county meetings. Like soldiers paraded before commanding officers for inspection, so should teachers be *required* to appear before their superior officer to enable him to discover and eradicate rust from their mental accouterments.

CONCLUSION.

Thus, fellow teachers, I have sketched a message embodying a few of what appear to be our direct present needs. As we stand here today and look back forty-five years at the school work done where this city now stands, from which preparatory steps one of our best school systems has arisen, and from this place around the state to isolated corners, where the log school-house was then supreme, and can now say a chain of school-houses knits us together—school district joined to school district, until remote corners are united—here and there High Schools, Academies, Normal Schools, Colleges, crowned by the State University—is it to be wondered at that we can dare self-laudation?

Less than half a century has passed since the grounds occupied by the barbarians have been made so productive of enlightened civilized life,—all owing to our glorious system of free schools. From the little school-house that stood but a few hundred yards from here, with its one teacher, supported by the rate-bill, we have grown to our present dimensions. Wealth by her contributions in particular localities has permeated ignorance by providing means of education for the poor. As we can look back with gratified pride, we may look forward to the time when the wealth of a particular section may be required to enlighten remote corners. As the present local system of taxation is immeasurably superior to that of the old rate-bill, even so may we

look for corresponding results from the state tax which, distributed, shall better enable intelligence to minister to ignorance in the remotest part of our commonwealth.

We are standing at the threshold of the second quarter-century in the history of our association. The record of the past is bright; let that of the future be brighter. May all our deliberations in this assembly help to sow the seeds of even fairer fruit than that which we now call our own.

GROWTH AND DUTY.

The history of the earth's formation and growth has been indelibly written in its crust throughout countless ages. Until the present time man has been busy studying its alphabet, and is now beginning to read its first pages. It is generally believed that it was through many changes that the earth reached its present form.

The marine fossils upon the lofty mountain sides, the huge craters of extinct volcanoes, the glacial scratches, and the terraced sides of river valleys, speak as plainly of growth through mighty transformations as if their speech were vocal. "Silence is vocal if we listen well." When those who read this history, tell us that millions of years elapsed during the preparation of the earth for the advent of the human race, we can readily believe that its Divine Architect created it for no *insignificant* purpose. Beauty, utility, and wealth were lavishly bestowed in every part.

Nature's laws were made perfect and unchangeable for the service of mankind. Above all was the ever watchful care of a benevolent Creator, whose loving kindness was made to extend over all his works. From the birth of humanity to the present, nature's laws have been working, serving, and uplifting, according as man has studied, understood and obeyed. There has ever been in the race an upward tendency, and the effort has been crowned with much success. "There is a law of human progress." Nothing good springs into existence at a single bound, nor has any great work been accomplished by one mind.

Thousands live their uneventful lives, seeming to play no important part in the world's history; and yet, with their quiet labors, they pave the way for the great work which brings renown, perhaps, to a

single name. Shakespeare could never have been the Shakespeare he was, either before or since the age of Elizabeth. All humanity are bound together by unseen cords, which can never be severed, and the sooner we understand this, and work believing that the good of one is the good of all, the better it will be for mankind.

Millions of years, we are told, were occupied in the creation of the world. So thousands of years have been required to raise humanity to its present position, and ages more must pass before it can reach its desired goal. God aims at perfection, and constantly works towards that end.

This earth is perfect for its purpose. Its lands and waters, its forests and plains, its stores of agricultural and mineral wealth, its nighttime and sunshine,—all parts are perfect. The typical human frame is perfect. Every bone, muscle, vein, nerve and sense is perfect in its place.

Why then so much imperfection and discord?

Because the *end is not yet.* We are still in the *morning* of a day yet to become glorious.

Many beautiful lives are exerting an influence in the world to-day, but a knowledge of the evil and sorrow everywhere existing, brings anguish unspeakable to many as they step forth from childhood's paradise and behold the truth, as it is.

Many steps upward have been taken since God first looked upon his work, and, smiling, said "It is good." He is all-wise, all powerful, but He doeth not all the work. We are here not simply to be pleased, to be happy, but to serve, to further the Divine plan. No one expects wholly to right the wrongs, but each can perform his part. "It is better to fight for the good, than to rail at the ill." There are wrongs in the world which none but men and women will ever right. We struck the discordant notes, and now it is not sufficient that we pray earnestly and often, that the discord may give place to harmony. God never answered the prayer of one who only prayed. Life should be a blessing to all, but there are many to whom it seems to bring little, for which they can give thanks. The taints and deformities, which are the heritage of many, make it something less than a blessing, aye, often little better than a curse.

Parental love may be strong and deep enough, but too often ignorance and indifference are stronger and deeper still.

History shows far too little progress in this respect. Many steps upward must be taken before we may reasonably hope for a decrease in poverty, suffering and crime. Is a sinful life here, and an eternity of punishment hereafter, better than never to have been? Ask a rose to withhold its fragrance. Ask a sin-begotten youth to be pure and honest. "Relation and connection are not somewhere and sometime, but everywhere and always." "Nature never falls asleep, never stumbles." Give her right conditions and the results are perfect; otherwise do not hope for perfection. If the time ever comes, when few or none will begin life with feet already turned into paths of sin, hopeless of any returning from the sorrow and darkness which are there found; but when all will have their feet securely planted in ways which lead to pure lives, where are found sunlight and growth, *then indeed* may *that* generation rejoice at the world's progress. Education, broad and comprehensive, must be the one great remedy for these evils; knowledge of laws, and *obedience to them*, will do the work. That education is not doing all it should do is proven by many sad failures in life, by the cries which come from the highways and byways, from prison cells, and from the lips of many who are still struggling to hold secure their slipping feet. In every church, school, and home should be taught unceasingly self-control, self-respect, good will, and charity. If the many thousands in our prisons could tell their histories, we should hear of early mis-steps, taken for want of self-control, and failure to return to pure lives because of the cold shoulders or frowning faces turned toward them, when they would gladly have ceased from sinning. There have always been too many ready to "cast the first stone," regardless of the restriction given. No sounding line can measure the depths to which human souls have been driven by the unsympathising, thoughtless ones, who have presumed to be judges of their neighbor's sins, and the punishments deserved.

A Christianity, which will not *help* all who are struggling to keep in the right, or to return after having stepped aside, "needs another Christ to die for it."

It is only they who stand not very high who look scornfully upon those below. Great souls are ever full of sympathy and charity, gladly reaching down helpful hands, like the "gods incurious of themselves."

The walls of selfishness, high and unyielding, with which so many surround themselves, greatly retard our progress. They must be torn down; God's light must enter every corner of the human heart; hands must be clasped in warm fraternal love; and all must keep step to the music of harmonious lives. The hungry longing, which each heart has known so well, can be satisfied by nothing else. Civil laws care for those who hunger for bread and meat. God's laws, living in our hearts, should make us ready to care for those who hunger for kind words, and deeds of love.

Not to bear the burdens of others, but to encourage them to *bear their own* is our best work. This takes so little from him who gives; 'tis worth so much to him who receives; for life to us all seems, at times, but a weary climbing, searching after, hoping for something better, still above the seeker. It matters not so much how high one stands, as which way his face is turned, whether toward *good* or *evil*; it matters not so much how rapid one's progress may be, as *how much good he does along the way.*

"The Coronation day of the Golden Rule will come" when all bear it in their hearts and live it every day. "Selfishness is poverty," the most utter destitution of a human soul, and in truth the cause of most the sin and sorrow of the world. The best and noblest lives are those lived for the good of others, and richly stocked with charity. Then let our education teach us to live "with a charity as broad as the needs of humanity, with a toleration as universal as our ignorance and our mistakes, with a mutual forgivness as omnipresent as are the shadows and mysteries of human life." And thus shall we lessen the clashing and discord around us, which blends so poorly with the "harmony of the spheres" which is God's perfect work.

VALEDICTORY.

The hour has come when the class of "seventy-seven" must say last words. We are glad that we may now go forth to join the busy workers in that field where there is so much to be done; but we are sad when we think of the good byes that must be spoken ere we part. To the friends of Whitewater, and Gentlemen of the Board, we can say, we have appreciated your many acts of kindness, and feel thankful for the same. Your interest in us has been manifested in many ways, and has helped us more than we can tell. To you all,

with grateful hearts, we say, "we thank you." School-mates—we leave you knowing you are doing a good work, and hoping you may yet pass many pleasant and profitable days in this school, which we all love so well. You have been our friends, *you too have helped us*, and for this we are thankful. Keep to your work, do it well, but never be so busy that you cannot cheerfully give an encouraging word, or lend a helping hand to those who seem to need the aid. "*Learn to help others without blaming them for their need of help.*"

Student life has its dark days, but for you all will come the reward which ever follows work well done, if you are faithful. Our best wishes will be with you, always.

Teachers—hardest task of all, is it for us to say last words to you. We can not, here, to-day, tell what you have done for us. For

> "Words grow weak and may not tell,
> How much our grateful hearts can feel."

Others, who have gone out from this school, have proven something of what your work has been. We hope, that in the years to come, our work will prove that for us you have not labored in vain. We are glad we have been your pupils, *we are glad we have known you.*

Only one promise do we make to-day; that is to always work, as you have worked, for *truth* and right; working just as cheerfully and earnestly among the poor and lowly, as in more inviting places; doing all we can to lessen ignorance, and to increase knowledge and *faith in God;* teaching

> "That nothing walks with aimless feet;
> That not one life shall be destroyed,
> Or cast as rubbish to the void,
> When God hath made the pile complete."

If this be true, we shall all meet again.

ADA R. COOKE.

Whitewater Normal School.

MAY NOT "AS" BE A PRONOUN?

I cannot agree with the statement made in the June number of the JOURNAL that "*as* is never a relative pronoun." When used as the correlative of *such*, I think it is;—as, for instance in the following: "And it shall come to pass if they say unto thee, Whither shall we go forth?

then thou shalt tell them—Thus saith the Lord: Such as are for death to death; and such as are for the sword to the sword; and such as are for the famine to the famine; and such as are for the captivity to the captivity." Jer. xv, 2. That is, such persons shall go to death as (=which persons) are for death.

A reference to the Anglo Saxon, in which this construction is common (see March A-S. Gram., § 380,6), appears to me to make this point clear.

In the Anglo-Saxon there was a relative *swa*, which we have retained in who-so—a compound form. *Who* was never used as a relative in A-S.,—the only relatives being *the* and *swa*. This relative *swa* has passed into modern English chiefly in compounds made with its oblique cases, and hence used as adjectives or adverbs: as swa-like, *such* (Ger. *solch*); eal-swa, *also*, *as* (Ger. *als*). The *a* in *as* stands for *all*, and the *s* for the relative *swa* (which). *As* therefore, if compounded with the nominative *swa*,= *all who*, or *all what*, in which case it may be a relative; if compounded with the instrumental *swe*, = *all how* or *all why*, in which cases it is an adverb.

The old oblique cases of the pronouns have been preserved in modern English as adverbs, which, however, always retain somewhat of their pronominal force, and are either demonstrative or relative. Our objective case is always the old dative. The demonstrative root was *the*. From the dative we have *there*. This sometimes retains its pronominal force, as "What shall we have therefore? (i. e. for this) Matt. xiv. 27. From the accusative, we have *than* and *then;* from the instrumental, *the*, as "the more *the* better." The interrogative root was *hwa* (who): from this we have dative *where;* accusative *when;* instrumental *why, how*. From the weak demonstrative root *he*, we have dative, *here*. From the relative *swa*, we have, instrumental, *so*. We have also, the old adverbial forms of each, *thence*, *whence*, *hence*. Also applying the notion of comparison, we have *thither*, *whither*, *whether*, *hither*, *either*.

Each of these pronouns is compounded with *like*, making adjective forms, as, the-like (now an Hibernism); who-like, *which;* he-like *each;* swa-like, *such*.

The relative, demonstrative or interrogative force of all these derived words is due to their pronominal character. *When* and *where*

are not now called pronouns, because we do not recognize these oblique cases; but the nominatives *who* and *what* are nevertheless so called. So *the* is called the demonstrative pronoun or article, when formed from the A-S. nominative, but the demonstrative adverb, when formed from the A-S. instrumental (*thy*). In like manner *as*, when formed from the instrumental case of the pronoun (all-how, all-why) is an adverb; but when formed from the nominative (all-who) is a pronoun, as seems to me; and the discrimination must be made in the one case the same as in the other, by the sense.

Again: when *as* is used as a correlative of *such* it must be gramatica'ly what *such* is; if *as* is an adverb. *such* must be; if *such* is a pronominal adjective (demonstrative). *as* must be: otherwise they could not be co-relatives.

The primary meaning, then, of *as* is not "likeness, equality, similarity in manner or character." This is a secondary and derived meaning: its primary force was that of a relative pronoun, and its adverbial force has grown out of the disused oblique case. I see no difficulty in recognizing the distinction here made; it is precisely the same as the distinction between the adverbial and demonstrative uses of *the*. Besides I do not recognize difficulty as determining the canons for grammatical explanation.

We would make the following references to authorities sustaining this view:

Angus' Handbook of the English Tongue, §227. "'As' is sometimes used with the force of a relative, but requires as its antecedent some correlative form, 'such,' 'as many,' 'the same.' The use of 'as' and 'so' with a pronominal force is justified by analogous forms in the Gothic languages."

Abbott's Shakespearian Grammar, §112. "*As*, owing to its relatival signification is sometimes loosely used for 'which.' This is still usual with us, but rarely except when preceded by 'such' or 'the same.'"

§ 280. "*That as.* We now use only *such* with *as*, and only *that* with *which*. Since, however, *such* was frequently used with *which*, naturally *that* was also used with *as (in which way)* used for *which*. Thus *as* approaches the meaning of a relative pronoun. * * * * Either (1) the nominative is omitted, or (2) *as* is put for *who*, the relative to an implied antecedent. * * * * Similarly *as* is used

as a relative after an antecedent implied, but not expressed, by *so* with an adjective."

Morris's Historical Outlines of English Accidence, §188. "The relative pronouns are *who*, *which*, *that*, *as*."

§206. "As possesses a relative force, on account of its being a compound of *so*, and is usually employed as such when preceded by the demonstratives *such*, *same*, *so much*." S. H. CARPENTER.

THE MINUS SIGN.

EDITORS JOURNAL OF EDUCATION:—In your last issue—No. VI—we read the exposition of W. L. Rankin in reply to what he calls the assault of Professor Rockford on his method of dealing with the difficulty of the Algebraic sign *minus*, to be met with at the very threshold of Algebra.

We think this elementary sign may be put for instruction in a familiar and intelligible form, without offering any serious objection to the methods presented by the gentlemen at issue. It is this:—Addition is expressed by +, a *positive sign*, subtraction, by −, a *negative sign*; and it is well to remember at the outset, that each of these signs has two significations, which unless carefully borne in mind, may cause some confusion to the learner hereafter. They are used either to indicate the *quality* of the quantities to which they are prefixed, or the *processes* to which the quantities are to be subjected. Thus $+a$ means either a quantity having some peculiar quality, or a quantity to be added; $-a$ means either a quantity having exactly the opposite quality, or a quantity to be subtracted. When these signs are intended to express quality, the positive sign is generally prefixed to that which forwards the object in view. Thus, if I intend to go southward, $+a$, means some distance to the *south*, and *minus*, or $-a$, some distance to the *north*, or as it is sometimes expressed negative south, that is, opposite to the direction in which I mean to travel.

Money which I have, should naturally be indicated by the positive sign, but that which I owe by the negative. It is evidently incorrect to say that the negative quantity is one which is less than nothing, since a negative is as real a quantity as a positive, the only difference between them being that they are precisely the opposite to each other in quality. It may be well to remark that an insulated positive

or negative quantity has only the sign of quality, no reference being had to the process of addition or subtraction, thus $(+a)$, $(-a)$; but when not insulated they have both.

Now for the simple method of dealing with the difficulty referred to. Let us see what we have to do when we have to subtract a quantity containing a *minus term*. For example, let it be required to subtract $7-3$ from 12, which is obviously the same as subtracting 4 from 12. But let us perform the operation so that the different qualities may be seen in the result.

From	12
Subtract	$7-3$
Remainder	$12-7+3=8.$

Taking 7 from 12, the result will be expressed by $12-7$, but this will be too little for the remainder, for we have taken away 3 too much; therefore, the true remainder will be found by adding 3 to $12-7$, that is, the true remainder will be $12-7+3$. Hence the reason why the terms in subtraction are written in the remainder with their signs changed. Or, generally, let it be required to subtract $c-e$ from a.

From	a
Subtract	$c-e$
Remainder	$a-c+e.$

In which case the same reasoning is applicable As professor Rankin remarks *subtraction ever* and *always* changes signs when written in the remainder. Respectfully, etc.,

Mineral Point, Iowa Co. Wis. JOHN COMMINS.

THE PROBLEM OF VENTILATION.

The construction of school buildings, not only in the country, but in villages and cities, shows the supreme indifference, or dense ignorance, or both combined, of building committees and builders, on the subject of ventilation.

Of the importance of the subject, nothing need be said, of its neglect much has been said; what needs to be said, is something concerning the manner of remedying the existing evil.

In the construction of new buildings, it is comparatively an easy task, though attended with considerable expense, to make such provision as

shall render proper ventilation a possibility, but in those buildings where no such provision has been made, the problem is not so easily solved. The following are some of the difficulties in the way of its solution:

1. Difficulty of making such changes in buildings as the application of ventilating apparatus would necessitate.

2. The cost of making such changes and of the apparatus.

3. The failure of teachers to make use of such means as are at hand for securing ventilation, and their lack of intelligent thought on the subject.

4. The ignorance of the public generally of the condition of school buildings with reference to ventilation.

Now what are the conditions requisite to the proper ventilation of a school-room, or of any room for that matter? There must be provision for the ingress of pure air, and the egress of impure air. There must be such a communication between the inner and the outer air, as shall secure a constant circulation of the air within the room. This circulation must be such as not to bring currents of cold air in direct contact with the pupils. As much harm is often done by throwing open the windows on a cold day and allowing the blast of air to strike upon those in the room, as results from breathing of impure air.

Some of the older teachers of the state remember hearing a prominent county superintendent relate how he had been confined to his bed for weeks, owing to the stupidity of an enthusiastic teacher, who, to show the superintendent that he gave attention to the health of his pupils, raised a window, and exposed the county official to a strong draft of cold air, which produced the result above stated. The county superintendent referred to, is not the only sufferer from this thoughtless effort to lessen a recognized evil. There are thousands of children who every year are the innocent sufferers from a similar cause.

Teachers would do well to remember that while pure air is a good thing, like water and some other things it should be used judiciously.

How can this needful circulation be effected? In two ways. By the action of the wind, when allowed free ingress, and by difference

in temperature of the air within the room and that outside. A difference in temperature indicates a difference in the specific gravity of the two bodies of air, and when communication is opened between them, the effort to restore and retain the equilibrium will produce the required circulation, so long as the cause of the variation of temperature is acting. During the summer months but little difficulty is experienced in keeping the air of the school-room pure. All that is necessary is to keep the doors and windows open.

Now to what is the good circulation of air secured by this simple means due? Evidently it is more largely due to the action of the wind than to the other cause of circulation mentioned, difference of temperature between the inner and the outer air. In the summer, this difference of temperature is but slight, and therefore we must look to the action of the wind on the air within the room as the chief cause.

The air within and outside of the room being sufficiently warm, the drafts produce no bad effects.

This is the simplest and most natural way of ventilating a room; but unfortunately our climate is not such as to make it safe to adopt this plan for more than three months in the year, and, usually, the schools are not in session during two of these months.

The problem then is: Can we utilize the wind and this difference in temperature so as to secure a good supply of fresh air during the remaining nine months of the year, without exposing the children to drafts of cold air? Can it be done cheaply? Can the appliance for securing this end be readily adjusted to buildings already constructed, and can it be readily controlled? To each question I answer, yes.

In the next issue of the JOURNAL, I shall attempt to state how.

Sheboygan, Wis. L. D. HARVEY.

Children learn much faster by doing than by merely repeating what they have been told. Therefore, whenever possible, arrange the exercises of each subject so that the pupils may be called upon *to do* something which relates to the subject, *with their own hands;* also so as to require them *to tell* what they *see* and *do.*

THE TRUTH CONCERNING TEXT-BOOKS. III.

It is believed that every candid and intelligent reader of the two preceding articles must admit that not in the price realized by publishers, nor in the absence of legislation to secure State uniformity, but in the loose control of district officers, and the loose method of individual purchase, are to be found substantially all the evils that have given rise to popular complaints respecting text-books. These evils, it has been seen, are:

(1.) Lack of uniformity in books in individual schools.

(2.) Lack of a full supply of books to all pupils.

(3.) Unnecessary and unauthorized changes of books.

(4.) The extra cost of books resulting from individual purchases at large and varying retail prices, from the too frequent changes of books in schools, and from frequent changes of residence on the part of the parents and children.

It is to the writer a source of great surprise that these serious evils should have been allowed to remain so long a scandal and a weakness in the school systems of the various States, when there has been for many years in practical operation, in several localities, a simple and successful remedy for every one of them. The surprise is the greater when it is seen that the general adoption of this remedy, like the removal of the rate-bill, would be a popular measure, would certainly increase the aggregate attendance in the public schools, and would for the first time make them in fact, what they have thus far only been in name—*free schools.*

More than forty years ago the chief city in America adopted this remedy, and, placing books among the necessary apparatus of a school, *made no distinction whereby a portion of that apparatus should be furnished promptly, economically, and in sufficient quantities, at the public cost, and another portion irregularly, expensively, and unsatisfactorily by individual pupils.* The experience of New York, Philadelphia, Paterson, Newark, Bath, Lewiston, Fall River and the numerous other cities and towns which have followed their successful example, shows beyond the possibility of a doubt that there *is* one perfect remedy for all the evils above enumerated; and the experience of tens of thousands of other school precincts, both with and without the aid of uniformity laws, proves that there is *but one* such remedy.

FREE TEXT-BOOKS.

In the plan of free text-books has been found, and is to be found, freedom from all the enumerated and some unenumerated ills. Books purchased and furnished by the school authorities, as seats, blackboards, crayons, erasers, stoves, maps, globes, etc., are furnished, must at once of necessity result in local uniformity, in a full and prompt supply to all pupils, in rendering impossible any unauthorized changes by teachers, and in that minimum cost which always and only comes through wholesale purchases directly from producers' hands.

Free books, moreover, add materially to school attendance by removing from poverty a barrier no less discouraging or insuperable than was the rate-bill of former days. In this matter abundant experience is in harmony with the plain deductions of theory. In the light of this experience it may be unhesitatingly said that *if no other result were in view, free books would find their justification in this alone.* The charity of districts is a poor substitute for the common bounty, bestowed alike on rich and poor, and comprehending all the necessary cost of actual school instruction.

It is difficult, nay, it is impossible, to see why, in a system of *free* schools, a single necessary item of school apparatus like text-books should be purchased by the pupils, and not furnished at public expense. Why are the pupils not also required to bring their own chairs, crayons, and erasers? They could furnish these with just as uniform and satisfactory results as they now furnish the text-books, and a considerable item of cost would thereby be saved to the taxpayers.

Uniformity in seats, however, is found to be so desirable that although a given seat is as much for individual use as a given text-book, they are provided in the aggregate at public expense. So with crayons and erasers. A sufficient and timely supply of these things cannot be secured in any other way. Common experience and common sense both teach this. But how do text-books differ from seats, desks, crayons, etc.? Are they less necessary? Are uniformity and a sufficient supply less desirable in the matter of books than in the matter of desks and crayons? Surely no one will assert it. And yet pupils are generally required to bring text-books and are never required to bring seats, desks, etc. In the latter we see the convenience

that comes from a full supply and from uniformity; in the former the inconvenience and weakness resulting from heterogeneous texts, a deficient supply, and too many classes, to say nothing of the diminished attendance resulting from a poverty that is unable to purchase books at all.

Let districts only regard text-books as one of the necessary items of school furniture, to be provided and cared for at the public expense, as other necessary items are, and instantly all complaints will cease. Books will no longer cost too much, no longer be changed at the whim of the teacher, no longer by their absence delay for days or weeks the prompt organization of the school, no longer debar from its privileges the children of the itinerant and the poor,—in a word, no longer detract, as now, so largely from the harmonious and efficient working of our educational system.

OBJECTIONS CONSIDERED.

Two objections to free text-books are brought by many of those to whose attention the plan is presented for the first time. One is that district ownership of the books would not insure them the same care as personal ownership; and the other is that taxation for the support of schools would be increased by the free plan. These objections are exceedingly welcome, because their refutation is so easy, and because they afford an opportunity to present additional reasons in support of the system.

1. The objection that district ownership would not insure ordinary care of the books is at once more than met by referring to the overwhelming evidence that, in nearly all of the places where books are furnished free, *they are better cared for and last longer than when owned by the pupils.* This evidence is so abundant and emphatic that it surprises while it convinces. Two or three fragments of it, given in the last annual report of the State Superintendent, may not be amiss here.

The Superintendent of the schools of Fall River, Mass., writes: "The books are very much better cared for. This may seem strange to you, yet it is a fact." The Superintendent of Lewiston, Me., writes: "Books are much better cared for than when owned by pupils, and are entirely free from pencilings and obscene drawings, etc." Dr. Wm. T. Harris, of St. Louis, writes that books are furnished free to indigent pupils in that city, to the number of 5,200, or 13 per cent.

of all enrolled. He declares that the free plan "greatly aids" school efficiency, attendance, etc., and says, in answer to the question whether the books are as well cared for by pupils as if owned by them, "Yes, better," The testimony of Dr. Harris is especially significant. The two plans have been in operation in St. Louis side by side, for twenty years, and the children who there use free books, are, from their home surroundings and training, the least likely, upon the whole, to take good care of them.

The educating influence over pupils of the enforced care of books which they use but do not own, would be no mean factor in their school training, as all persons know who have observed in schools the large proportion of volumes dog's eared, torn, and defaced with the pencilings of idle or thoughtless moments. The writer's attention was peculiarly called to this fact when, recently, his own boys, aged 7 and 10, brought home their books, at the close of a school term, deplorably misused. Two readers, new but a few months before, had their corners gnawed off to the print, many of the leaves loose, and their pictures nearly all gorgeously "improved" to childish eyes by the free use of red and blue pencils! It was a source of mortification and surprise, and the thought instantly arose that the school was sadly deficient in one particular. *Respect for books was not taught there.* Such treatment of a *desk* would have been impossible, because *that is city property under the teacher's care.* Observation has convinced the writer that such cases are numerous, even in the best schools; but the incident mentioned was an *ad hominem* argument of peculiar force.

2. To the objection that taxes would be increased, answer is made: They would be; but on the other hand the aggregate cost of books *would be diminished more than one half.* Nearly or quite half is saved in first cost, by the district's purchasing directly from publishers, and there is a considerable further saving in the better care and longer use of the books. The latter will be used in the school until worn out, instead of being consigned, in more or less good condition, to the lumber rooms of private houses, the asylum already of a countless host of half decayed text-books.

The aggregate money gain to the district is, then, large and immediate, through a small loss in taxes. To the average tax-payer there

could be no loss; to many there would be a gain. Let the man who is more than the average tax-payer reflect that through his slightly increased payments the efficiency of the school he is obliged in any event to help support is greatly enhanced, its attendance increased, and hence the money he already pays made to yield a larger return to the community and the State.

With free text-books in all our schools the itinerant portion of the people would find no gain in State uniformity, even if it were practicable, and the multitude of those in or on the borders of poverty would no longer find at the threshold of the school the tax which is now unquestionably a prominent cause of the non-attendance so widely deplored. Furnish free books to all, and the aggregate school attendance of the State would be increased by thousands.

Of course the successful working of the plan of free books involves some intelligent and strict supervision, but nothing beyond the easy possibilities of nearly every rural district in the State. The books purchased should be kept in the district by some responsible person, in quantities a little ahead of the needs of the school. A printed label should be pasted on the inside of the cover of each, and during term time the books used by pupils should be under the care of the teacher. Each pupil should be invariably required to cover with strong cloth the book loaned him. As often as once in two weeks every book should be examined by the teacher and its condition noted. Payment for loss or willful injury of a book must be promptly made. The more elementary books need never be taken from the school room. The older scholars, who would use their books at home, would of course be allowed to take them. Any pupil preferring to own his book should have the privilege of purchasing, at cost.

For rules, a fac-simile label, testimony from eastern cities and from many parts of our own state, etc., see the last annual report of the Superintendent. For a full discussion of the whole subject, see the report of 1874.

In conclusion, if to any the free plan seems too radical a change from the present system, let the entirely unobjectionable and comparatively economical and efficient plan of district purchase, with books sold to pupils at cost, be first adopted. Under this plan the books are purchased at the very low rates before mentioned, are ready for use when

wanted, and are under the full control of the Board, who alone are responsible for all changes.

Another plan is to purchase as above and rent the books to the pupils for a sum sufficient to keep up the needed supply. This might be preferred by some.

But in whatever manner books may be *furnished*, let every school district in Wisconsin *adopt* a series of books, *purchase* them at wholesale rates, and thus show that it is competent to manage its own educational interests. Some hundreds of districts in the state are already in this manner proving their competency. Let the friends of economical and efficient public schools see that these are speedily increased to thousands. E. S.

SELECTED.

THE COUNTRY-SCHOOL PROBLEM.

[From a paper with the above title, read by Prof. Edward Olney last year at the Baltimore meeting of the National Educational Association, we take the following paragraphs, to which we call thoughtful attention. They contain what Prof. Olney conceives to be the most important of the four "general ideas" which he presented.—EDS.]

But I would by no means be understood as saying that we have nothing to desire in regard to our rural schools. I quite agree with the paper of last year that the improvement of these schools is the most imperative, and most difficult part of our work as American Educators. Nor do I believe that the end desired can be attained without *radical changes.* We have rung about all the changes on the old ideas, of which they are capable; the decadence of these schools has long occupied our thoughts; but when we have attempted to remedy the case, we have declaimed upon the apathy of public sentiment, the utter incompetency of teachers, the insufficiency of Normal school work, or attempted new permutations on the district or township system, county or town superintendence, or no superintendency at all, or cried out for compulsory education, until these ideas have

lost their force, if they have not been demonstrated to be inadequate. We need to preach a new crusade with new ideas, if we would arouse the public sentiment and set the machinery of our common schools to a more effective motion. We need a new generation of Manns, Searses, Pages, Wickershams, Andersons and Gregorys, to preach not a new gospel, but the old gospel by new methods. Our first reliance must be arousing the people. But they cannot be aroused by a rehash of the old ideas. It must come to pass that a lecture on education will call out the people as in other days. It may be as then, that at first, they will come out largely to criticise or to oppose; but they must be made to feel, and care for what we as educators are saying and doing. They must be made to feel that there is practical power in our ideas, and not to look upon a brigade of schoolmasters as a parade of good, inefficient, impracticable, or superannuated men with wooden guns. They must know that we propose to do something that *they* will feel, that there is positive character in the methods we propose and an energy in pushing them which they will either invoke or dread. In short, the people must be aroused from their self-complacent lethargy. They have come to think that our system has reached perfection, and to rest satisfied in what we have attained. They must be jostled out of these ruts even if the road be found less comfortable both for team and passengers.

Such being the attitude of the question it is fortunate that the germinal ideas having in them "the promise and potency" of the new life have already been discovered; although as yet they have lain like many another most useful engine for a long time in the philosopher's laboratory awaiting the favorable concurrence of events to bring them into practical operation. I will call your attention to four of these ideas.

1. Hereafter let the elective franchise be granted to our youth upon coming to age only on condition of their passing a satisfactory examination before a properly constituted Board. Let this examination cover Reading, Writing, Arithmetic, Geography, the Constitution of our Government, and American History. Having passed such an examination and given evidence of good moral character, let the name be registered among the voters of the land. Such a requisition as this will at once give the rural school a new function, and so deepen

the interest in it, that all needed improvements will be readily effected. We may not deprive any one who has exercised the franchise from continuing to do so, but the imperative necessity of guarding this sacred trust in some such way, in the future, is too apparent to need argument; and well would it have been for some portions of our land if we had years ago entered upon the measure. The circumstances making this a necessity to our political well-being, this is not the place to discuss at length, yet we shall do well to remember that already the great mass of illiterate, uncultured, un-Americanized voters are controlling the destinies of great cities in New England, of whole States in the South, and threaten to overrun our entire Pacific coast. Let us not start back from these sentiments, fellow-laborers. This is pre-eminently our work. Politicians will never do it. The movement must begin and be carried forward by the educators of the land, by those collected and represented in this room, by this Association, by the Teachers' Associations of our several States. When we come to understand that our work in the common school has such immediate and essential connection as this with the nation's political life, and begin to assert it in the ears of the people, we shall not lack for an audience, and people will not slumber under our preaching. Of course we shall be stigmatized as meddling with politics; but who has a better right—who a more sacred obligation to meddle with politics than we? If now, the mere generally acknowledged connection which schools sustain to good order in society, to efficiency in business life, and position in social life, if these vaguely defined, and imperfectly apprehended functions of our schools give them the life and dignity they have, let them be put thus in immediate organic connection with the very foundations of our political fabric—let them be acknowledged as the legitimate and indispensable trainers of our citizen sovereignty, and what may we not hope for them? Parents will foster them as the only means of fitting their children for citizenship, pupils will seek and reverence them as the fountains of their correct political life, politicians will court them and be wonderfully complaisant toward all measures which look to their development.

The necessity of pure air in a school-room is a matter too serious to be neglected by a teacher a single hour.

LET THE TEACHER BE PREPARED.

The teacher who is actuated by the right spirit will never be content to be mentally at a stand-still or ask to be excused from doing what he requires his pupils to do, viz., study.

Most have read that the celebrated Dr. Arnold, of Rugby, on being asked why he was always at so much trouble to study each lesson previous to hearing it, said "he would rather his pupils should drink from a running brook than from a stagnant pond." The practice which the very learned Doctor thought necessary to keep his knowledge fresh and vigorous is one which many, possessing but the veriest tithe of his information, think wholly unnecessary. We have seen many such who betrayed their practice by having, previous to hearing a recitation, to ask "Where is the lesson?" or "On what page do you recite?" Questions of this kind force a conviction of the inert character of the instruction that must prevail under such a system. The teacher should know where each lesson is, and previous to hearing should look it over and prepare to present it successfully. One of the most prominent teachers we have had in Sauk Co, has said that if our teachers were, without previous preparation or notice, called on to recite the lessons they were intending to require their pupils to recite, not one in ten could or would make a decent recitation. This assertion may have been made without sufficient data to justify its sweeping statement, but we doubt if any one will have the hardihood to attempt to prove that all our teachers would make good recitations in the lessons they teach, if called upon unwares. A good, and nothing more than just, preparation is to be able to recite each lesson as well as the pupil ought to be prepared to recite. Anything less than such preparation means that some of the pupils are better prepared to hear the teacher recite than is the teacher to hear the pupils. We have too many teachers who must have a book to look at or they are unable to conduct an exercise.

But preparation of this kind involves something more than keeping up with the classes, a progress that no thoroughly-in-earnest teacher will be content with; it ought to be supplemented by study of branches foreign to the school work in which the teacher is engaged. Such advance work will, by increasing the stock of knowledge, developing the capabilities, procuring higher certificates, tend to place

the person doing it in better positions and increase his chances for success in the battle of life. We know a few who are doing this good work, and year by year they develop in mind and character and gain in position and the esteem of those with whom they are acquainted.

Such outside work for mental improvement may have a two fold object, the gaining of a wider knowledge for its own sake and the acquisition of a higher grade of certificates. We think the latter object has one recommendation over the other—it enables us more readily to measure our progress and direct our efforts towards a definite end. We think that any teacher who started as a third grade certificate holder should, after three years teaching, be able to take a second grade, and after three years more teaching take a first grade certificate. We have those who have done all this, and "what man has done man can do;" we have others who, while teaching, have kept up with their classes in our Normal schools or the University. It made hard work but it paid well, far better than the stationary condition of some others has paid them. Some say we can not find time to do any such work. To such we say, Time must be found if you do such work, and you can find time if you resolutely set about it and adopt as a motto "Where there's a will there's a way." The mind that must successfully feed others must itself be fed, judiciously and generously, or instead of presenting the vital germ-enveloping kernel of knowledge it will present merely its withered husks or chaff.—J. T. LUNN, *in the Baraboo Republic.*

Some unseen hand has been for several years at work with leading politicians and in our state legislatures, to secure a state series of textbooks for the common schools. Those engaged in this work are shrewd, unscrupulous, and powerful. They have money and do not hesitate to use it in securing favorable notices in the newspapers, influence or votes. Their propositions have a plausible look, and good men are often deceived by them. They never operate openly. A bill which no one is willing to father appears in the legislature, and it is discovered that committees have been quietly organized in its favor, that men who have never taken the least interest in school affairs and know nothing about them, have become its champions, and that all the arts of the lobbyist are to be called into requisition

to effect its passage. And all this is brought about by unseen hands working in the dark.

Such is the history of the text-book bill passed so triumphantly in the Pennsylvania Senate three years ago, and so ingloriously defeated in the House. At every session of the legislature since that time the same influences have been quietly at work, afraid however to lock horns with the opponents of all monopolies of the kind. The present session is not an exception. The indications have been numerous of a purpose to press the passage of a bill with provisions similar to those of the one defeated in 1873. Similar tactics are employed, no doubt, by the same parties in the legislatures of Ohio, New York and other states.—*Penn. School Journal for April.*

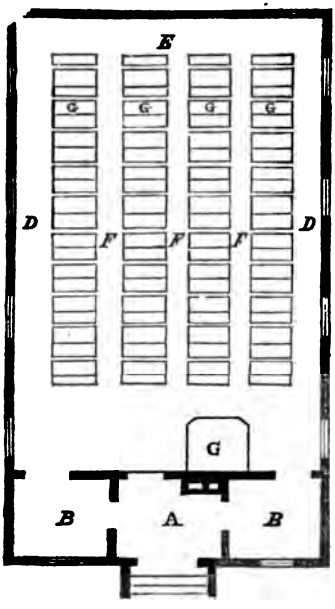
The profession of teaching, though not usually classed with the professions called "learned," assuredly has pre-eminent right to that distinctive appellation. All other things being equal, that teacher will be most successful whose mind is most richly stored with knowledge. Such a teacher speaks "as one having authority," and his pupils, however young, can readily distinguish him from the routinist whose whole reliance is in the text-books. And if the aim of education be to form pupils to habits of thinking, of reasoning, and of independent study, no one is qualified to be a teacher who is not a diligent student of the intellectual movements of his time. Now, the distinguishing intellectual character of the age in which we live is its scientific activity, and a true education of the young implies giving to their thoughts this special direction. To do this, the teacher must be imbued with the spirit of his age, must be alive to all the phases of scientific progress, so that the very atmosphere of the school-room shall be in sympathy with the currents which sweep through the great world outside.—*Popular Science Monthly.*

President A. D. White, of Cornell University, who is now traveling in Europe, in a letter to an eastern paper uses the following language in reference to the subject of public education: "The more I travel through these ancient lands, and take a calm view of our American affairs from outside, in the light thus obtained, the more thorough becomes my conviction that our main bulwark against the terrible evils that have swept over other lands must be found in a

thorough system of education, complete in all its parts, managed by the people, and not in the hands of any sect or party. I say complete in all its parts, because I am convinced that high-school instruction must form a part of such a system in order that the public schools in general may be kept in proper efficiency. Let us hope, then, that while retrenchment is carried out in other directions, the only question regarding our educational system will be how can we extend it more wisely, how can we develop it more thoroughly."

SCHOOL HOUSE PLANS—II.

We submit another Elevation and Ground Plan for a School House, 24x32 feet, engraved for the *American Journal of Education*, published at St. Louis, and furnished us, on request, by Mr. J. B. Merwin, the publisher.



A—Entrance and hall, 6x6 feet.

B B—Wardrobes, 6x6.

C—Teacher's platform, 6x10 feet.

D D—Side aisles, 3 feet wide.

E—Rear aisles, 3 feet wide.

F F—Middle aisles, 2 1-2 feet wide.

G G G—Desks and seats. Double desks, seating 2 pupils, are made 3 1-2 feet long by 2 1-2 feet wide, and this space should be allowed for each desk, in the estimate for floor space in each school house.

Three rows of desks, each containing 8 desks and back seat, will give 54 sittings.

OFFICIAL DEPARTMENT.

OPINIONS.

DISTRICTS—POWERS—RIGHTS.

Q. Must the territory of a district be contiguous?

A. It was not supposed necessary to say so, in the Statute, but the expression "a district" implies it, and this department would not sustain the formation of districts in any other manner.

Q. Can a district lawfully have a school 4 hours a day, and draw school money, if it continues the school long enough to make up the 600 hours given by 100 days at 6 hours a day?

A. The school-month is fixed by statute at 20 days, not counting Saturdays. The school-day is fixed by a custom so universal and well understood as to have almost the force of law, at 6 hours. If a district were to depart from this rule, in the manner indicated, it is doubtful if it would be entitled to draw school money. When the

law says "100 days shall be understood to constitute the 5 months required," it must be understood to mean 100 school days, of six hours each, and not 150 days of 4 hours each.

Q. Can a district vote a member of the board (the clerk) $100 for services rendered in connection with the erection of the school-house?

A. A district can vote a salary to the clerk, as clerk, but not to him or any other member for any other services. The board could not properly contract with one of their own number to build or superintend the building of the school-house, as it is against public policy. No authority is given to a district to pay a member of the board for his services of any kind except as above specified.

Q. Is there anything that can be done at an annual meeting that cannot be rescinded at an adjourned meeting?

A. Nothing except the election of officers. If, however, any contract had been made, or right acquired by another party, in consequence of action at the annual meeting, the district could not rescind the action with impunity.

Q. We held no annual meeting? What can be done?

A. Hold a special meeting at which you can do anything specified in the call, except to elect officers; but note the provision about voting taxes.

Q. No. 12 was set off from No. 17, April 1. There is a dispute whether it is entitled to a part of the school money just apportioned by the State Superintendent. How is it?

A. It is so entitled. The territory takes with it a proportionate share of the value of the school-property, at the time of division; the pupils set out take with them a claim, on behalf of the new district, to a share of the school- money, as provided in section 60. The case is different as to school-money where a district is set off after the annual apportionment is made and before the next annual district reports are made.

TAXES.

Q. If a district votes an insufficient amount of teachers' wages can the board return an additional amount for assessment and collection?

A. Certainly not. If there is not enough to make out 5 months school, the board is to proceed, under the second proviso of sub-section *sixth*, of section 19, to meet the deficiency at the proper time.

Q. Do all taxes collected for school purposes go into the town treasurer's hands?

A. All except taxes collected in the district, under section 64.

MISCELLANEOUS.

Q. Can the board suspend a pupil for non-payment of damages assessed by them for injury to school-house, in violation of rules made?

A. The board can suspend for persistent violation of rules, but not for non-payment of fines thus imposed. No power is given to a school board to impose fines. Damages may be recovered for wanton injuries actually done.

Q. What is the remedy where a treasurer won't pay a teacher money due?

A. Suit against the district, or against the treasurer, by *mandamus*.

Q. Can a school be considered a graded school of two departments within the meaning of chapter 23, 1868 (p. 19, School Code), if both departments are not in session the same length of time?

A. Yes; the continuance of one grade longer than the other would not alter the fact, but both grades should be in session not less than 5 months.

Q. Can lost time be made up by a teacher on Saturdays?

A. If it is so specified in the contract, or an agreement to that effect is endorsed on the contract, but not without. Saturdays are not, in the eye of the law, regular school days.

Q. If there are two free high-schools in the same town or city, on what basis is the $500 to be divided between them?

A. On the basis of the respective amounts paid by each for instruction.

Q. Can a clerk be lawfully elected at an adjourned annual meeting?

A. Yes, of course, if no choice was made at the first meeting, but not after 10 days.

Q. May a school director who deals in school books and stationery be removed?

A. No, this is a remedy for "willful neglect of duty." He may be prosecuted, if thought expedient, under chapter 172, laws of 1877, and if convicted, fined. But read an editorial article on a subsequent page.

STATE ASSOCIATION.

PROCEEDINGS.

The Twenty-Fifth Annual Meeting of the Wisconsin State Teachers' Association was held in the Turners' Hall, at Green Bay, commencing Tuesday evening, July 17, 1877, Prest. Park in the chair.

The exercises were opened with music—a piano solo—by Miss Schuette.

Mr. L. B. Sale, on behalf of the mayor and citizens of Green Bay, welcomed the members of the Association to the city.

President Park, on behalf of the members of the Association, returned thanks for the welcome extended, and invited the citizens of Green Bay to attend the meetings of the Association.

The Misses Le Clair sang the trio—"Those Distant Chimes." An *encore* called them again to the front and a second selection was rendered.

Pres. Park introduced to the Association Rev. H. M. Simmons, of Kenosha, who delivered a lecture on "Man's Place in the Universe."

Mr. Briggs, of Green Bay, in behalf of Messrs. Elmore and Kelley, invited the members of the Association to participate in a steamboat excursion up the Bay, on the afternoon of the 18th, on which occasion the propellor Canisteo would be placed at the service of the Association.

It was voted to accept the invitation, and to request Pres. Park to convey to the gentlemen making the offer the acknowledgements of the Association.

Messrs. Earthman, Miller, and Thomas were appointed a committee on enrollment.

In the absence of the Treasurer, Mr. Salisbury was appointed Treasurer *pro tem.*

Association adjourned until 9 A. M. July 18.

TUESDAY, July 18, 9 A. M.

Association called to order by Pres. Park, and the exercises opened with the singing of "America" by the Association, led by a chorus from the Green Bay High School, followed by prayer, by the Rev. Mr. Brown, of Green Bay, and the Hymn, "Hold the Fort."

The Annual Address of the President was then read,

[The first article in the present number.—EDS.]

The following named gentlemen were appointed a committee on Distribution of President's address: W. D. Parker, E. B. Wood, and J. T. Lunn.

A recess of ten minutes was then taken for the purpose of making an enrollment of the members.

The President announced the following committees:

Finance—C. F. Viebahn, J. P. Brainerd, S. F. Beede.

Resolutions—W. C. Whitford, S. S. Rockwood, Miss M. Hosford.

Mr. Salisbury read a paper on the History of the Wisconsin Teachers' Association.

Miss Hattie Clark, of the La Crosse High School, read a paper on "Daily Preparation of the Teacher."

The Committee on Distribution of President's Address then presented the following report:

Your committee to whom was referred the President's Address for distribution of topics, have had the address under consideration and respectfully report as follows:

The topic *Principals' Association*, referred to A. J. Hutton, C. F. Viebahn, W. H. Beach.

Supervision, to W. H. Chandler, Agnes Hosford, H. M. Simmons.

Teachers' Institutes, to Robert Graham, Hosea Barns, F. W. Isham.

Exhibitory Department, to O. S. Wescott, Sarah Stewart W. A. Kellerman.

Music, to L. W. Briggs, Hattie Clark, P. R. Barnes.

Drawing, to D. McGregor, Ellen C. Jones, Samuel Beede.

Text-Books, to A. Earthman, Alex. Kerr, G. S. Albee.

W. D. PARKER,
E. B. WOOD,
J. T. LUNN,
Committee.

A. A. Miller, of Waukesha, read a paper on "Promotions in Graded Schools."

Association adjourned until 8 P. M.

TUESDAY EVENING, July 18.

Association called to order at 8 o'clock by Pres. Park.

Robert Graham read the Report of the Committee on "Course of Study for Mixed Schools," as follows:

The committee to whom was referred the subject of Course of Study for Mixed Schools ask leave to report as follows:

1. That the most precious thing on earth is the child.

2. That this child will become a good or bad citizen; and that the quality will largely depend on his education.

3. That the education of this child by the State is only justifiable on the ground of State preservation.

4. Whatever will make this child a better citizen should be a matter of solicitude on the part of the State.

5. The common district schoools furnish the education of probably nineteen twentieths of the citizens of this commonwealth.

6. The State Superintendent, County Superintendents, Principals of Normal Schools, Institute Conductors and School Boards are directly responsible for the condition of the above named schools.

7. Children do not attend the common schools for an average period of more than six years of five months each year—30 months of school education—one and one-fourth years.

8. What then is to be done for these children ought to be carefully and definitely mapped out.

9. No teacher should be engaged in one of said schools, who is not thoroughly conversant with the plan and object of said work.

10. Paragraphs (7) and (8) point directly to a course of study definitely outlined, which each of the factors directly concerned, named in paragraph (6), should have a voice in determining.

11. It will not be considered of avail to all or either of the parties named in paragraph (6) that they have individually or collectively found fault with existing evils in the common schools, it being their duty to either remedy such evils or vacate their positions, as determined by civil service reform.

12. Because this committee has not proposed a *paper* course of study, is by no means owing to the fact that they have not distinct thought upon the subject, but because it would be considered, and justly so, a usurpation of the prerogatives inhering to the parties mentioned in paragraph (6.)

Therefore your committee recommend that this subject be re-committed to a committee representing the parties na ned in paragraph (6) with the State Superintendent as Chairman, who shall prepare a Report, to be presented at the December meeting; hop-

ing thereby to secure a report looking to an effective re-organization of the common school work, supplemented by such legislation as may be necessary.

In behalf of the committee,

ROBT. GRAHAM,
Chairman.

On motion of W. D. Parker, it was voted to adopt the recommendations of the report.

The audience listened to a solo—"The Day is Done"—by Miss Ruth Ellis.

An *encore* brought the lady again to the rostrum.

Dr. Walter Kempster, Superintendent of the Hospital for the Insane at Oshkosh, delivered a lecture on "Mental Discipline."

Association adjourned to 9 A. M. July 19.

WEDNESDAY MORNING, July 19, 1877.

Association called to order by Pres. Park.

Exercises opened by singing "God Speed the Right," led by a choir from the Green Bay High School, followed by prayer by Rev. Dr. Henschel, and the hymn "Only an Armor Bearer."

Pres. Phelps offered the following resolutions which were adopted:

WHEREAS, The National Bureau of Education has become an invaluable and indispensible agency for the collection and dissemination of information touching every department of the school work of our country as well as of all other civilized nations;

WHEREAS, The progress of Education among us pre-eminently depends upon the diffusion of such information, as the fruits of the ripest experience of the race in this direction; therefore,

Resolved, That we believe it to be the duty of the National Government in every rightful way to afford the Bureau that material and moral support so essential to the performance of its important functions.

Resolved, That a certified copy of this preamble and resolutions be transmitted to the Senators and Representatives in Congress from this State at its ensuing session, signed by the President and Secretary of this Association.

Mr. MacAlister made the following statements regarding the family of Mr Pomeroy, formerly Superintendent of Schools in Milwaukee, now deceased:

Mrs. Pomeroy had maintained herself and family by teaching until now failing eyesight and health rendered it impossible for her longer to continue in the work. She was known to many as the writer of a number of beautiful poems, and at the suggestion of friends, had gathered up these efforts of past years, and had now in press a volume containing them. It was proposed to place this work on the market at $2 per volume, and it was hoped that members of the Association would avail themselves of the opportunity which would be offered them of showing their appreciation of one so long identified with the educational interests of the state, and of aiding a worthy woman, while at the same time they would secure for themselves a valuable book.

Miss Stewart, of Milwaukee, Miss Agnes Hosford, of Eau Claire, and A. J. Cheney, were appointed a committee to solicit subscriptions.

Miss Ellen C. Jones, of Sheboygan, read a paper on "The relation of Teacher and Parent."

A recess of five minutes was then taken.

Mr. Hailman addressed the Association on the subject of "Kindergarten Culture."

He did not propose Kindergarten culture as a panacea for all educational ills. It is

the first step in the culture necessary for living. The first step in complete living is complete living. It is necessary at all times to train children in complete living.

Kindergarten culture is called for in our educational system. The first experiment in connection with public schools which has been successful in the west, has been made at St. Louis. Within three years from the establishment of the first one at St. Louis there were nearly thirty in operation there.

One danger in the way is too rapid growth. There are two sides to the work, the outside and the inside; one is mechanical; the other has for its object the development of the capacities and individual propensities of the child. No great amount of ability required to teach the "outside part." Ability of a high order necessary in the individual taking charge of the "inside" work. A girl of fourteen or sixteen years has not the requisite experience and breadth of thought to fit her for this work. In St. Louis only the very best teachers are employed. They are better paid than teachers in the primary schools.

Kindergartens interest parents in the work done. They teach complete living not by theory but practically. True teaching shows itself in the association of the children with their parents and with other children; it shows itself in the life of the child. Bad teaching shows itself likewise. Individuality begets individuality. When the machine tendency of the schools is grafted on the kindergarten, the kindergarten will be a failure.

Many favor the teaching of the three R's only; say "we must secure a taste for reading;" but how are we to secure a taste for reading those things which the child does not understand?

Much work in school is done by the child simply because it *must* be done, and of which it does not know the value. The kindergarten may provide a way which will guard us against these dangers.

In kindergarten work, everything that is done is adapted to the capacities of the children; in higher schools it is not done.

Conservatism on the part of the people is the principal difficulty in establishing kindergartens. They will doubtless cost a trifle more than primary schools. In St. Louis where the conditions have been remarkably favorable, the cost is less, being from $10 to $12 per child annually.

Kindergarten training is the first step in mind training and therefore ought to be taken up by the public schools. Many think that poor teachers will do for primary pupils. The kindergarten will help to destroy this feeling.

An opportunity was given for discussion of papers read during the forenoon.

Pres. Phelps thought that the early stages in educational work were the most important and that therefore there was the greatest necessity for good work in primary instruction. Children are often injured in their early years. Character is formed very largely in children before they reach the age of eight or ten.

Expressed himself as favoring the adoption of kindergarten training in the public schools of the State, and thought it would be well to have a kindergarten connected with one of the Normal schools.

Mr. Mac Alister expressed his belief that there is no part of our educational work of more importance than the formation of kindergartens. Normal schools should take up

the matter. The trouble in the establishment of kindergartens in Milwaukee is more often with the teacher than with the people. Is it not possible to put the best things in the kindergartens into the primary schools?

Mr. Searing favored the system as a part of our State system of education. Wished that it might soon be tried in at least one of our Normal Schools.

Mr. Chandler stated that it is a question as to whether the Normal Regents have the legal authority to establish these kindergartens in connection with the Normal Schools. When a large number of the leading educators in the State demand these kindergartens the way will be made clear for their incorporation into the Normal Schools.

On motion it was voted to continue the discussion of kindergarten culture at 2:30 p. m.

Pres. Phelps introduced the following resolution which was adopted:

Resolved, That in making up the programmes for the future annual meetings of this association, the President and Executive Committee be and they hereby are instructed to provide for the presentation of papers, the reading of which shall not exceed one hour during each half daily session, and for one lecture during each evening, to occupy not more than one hour, and that ample provision be made for the discussion of said papers and lectures immediately subsequent to their presentation or delivery.

Resolved, That in making engagements with the authors of papers and lectures it shall be the duty of the officers aforesaid to communicate to them the purport of the foregoing resolution.

The report of the committee on nominations was then called for, but the report was not ready.

Moved and carried that the Association proceed to an informal ballot for President.

Pres. W. C. Whitford nominated Mr. Albert Salisbury, of Whitewater, and Mr. A. J. Hutton nominated James Mac Alister, of Milwaukee.

The Association then proceeded to an informal ballot which resulted in 71 votes for James Mac Alister, 28 for Albert Salisbury, and 1 scattering.

On motion of Pres. Whitford, it was voted to proceed to a formal ballot for President and that the Secretary be instructed to cast the ballot of the Association for James Mac Alister. The ballot was cast as directed and James Mac Alister was declared elected President of the Wisconsin Teachers' Association for the ensuing year.

The committee on nominations then presented the following report:

Your committee appointed to nominate officers for the ensuing year, respectfully submit the following report:

For Vice-Presidents, W. H. Chandler, Sun Prairie; Miss Agnes Hosford, Eau Claire, I. N. Stewart, Berlin.

For Secretary, A. Earthman, River Falls.

For Treasurer, J. T. Lunn, Ironton.

For Executive Committee, M. T. Park, Chairman, Oshkosh; A. Salisbury, Whitewater; Alex. Kerr, Madison; D. H. Flett, Kenosha; W. H. Beach, Beloit.

J. Q. Emery,
T. P. Maryatt,
T. F. Frawley,
Miss E. A. Kelley,
Miss I. M. Gordon, *Committee.*

On motion, it was voted to proceed to formal ballot for the remaining officers of the Association and that the Secretary be instructed to cast the ballot of the Association for the persons nominated for the respective offices by the committee on nominations. The ballot was so cast and the persons declared elected as reported by the committee.

Association adjourned until 2:30 P. M.

THURSDAY AFTERNOON, July 19.

Association called to order at 2:45 P. M. Pres. Park in the chair.

In accordance with the recommendation of the Committee on "Course of Study for Mixed Schools" the President announced the following committee to report at the December meeting:

Hon. E. Searing, G. S. Albee, W. H. Chandler, D. McGregor, and J. T. Lunn.

Miss Agnes Hosford, of Eau Claire, read a paper, subject, "A Woman's Experience as Superintendent of Schools."

The report of the Committee on "The Education needed for the Citizen" was then read by G. S. Albee.

The report was accepted.

[This report will appear in the Journal in a future number.—EDS.]

After a recess of ten minutes the discussion of the subject of "Kindergarten Culture" was again taken up.

Mr. Hailman opened the discussion in answer to some questions asked during the discussion in the forenoon. The speaker stated that the best results were not yet reached in Milwaukee. Too many children in charge of one teacher, one cause of failure. Two English Kindergartens have been established in Milwaukee. Measures are being taken to put them on a more permanent basis, with better accommodations. Some of the teachers in the public schools of Milwaukee are taking advantage of the instruction given in the training school for kindergarteners, established by Mr. Hailman.

Supt. Harris of St. Louis states that in the primary grade 25 per cent. less time is needed to finish the work by those who have had kindergarten training than by those who have not Similar reports from Belleville, Ill., Indianapolis and other places. In addition to the time saved, there is an increased accuracy and clearness of thought and expression. It is the practice to introduce children into the kindergarten at from 3 to 4 years of age.

[A portion of the discussion was here lost, the Secretary having been called out to assist the enrolling committee.]

In answer to a question by Supt. Searing, Mr. Hailman stated that the kindergartens established in St. Louis are not aristocratic affairs. They are public affairs connected with the public schools and taught in public school-rooms. The extremes of society, the very poor and the very rich, pay but little attention to kindergartens.

Mr. Mac Alister asked whether these extremes of society do not need the training of the kindergarten more than the other classes? Does not the kindergarten take the children too much out of the parents' influence? Should not the parent be retained as a factor in the state?

Mr. Hailman stated that the kindergarten does not take children more than three hours a day; it does not usurp the functions of the parent, but does what the parent can not do. It brings children into connection with other children.

Pres. Phelps thought that the training of the kindergarten would enable the child to so utilize his forces, that he can, when at home, make the best use of his opportunities. The influence of the teacher acts not only on the children, but through them on the parents and on the community.

Pres. Albee said that parents are led to attend the kindergartens with their children. They see something there which they can understand, and they carry back to their homes something which will be of value. The association of children in the kindergarten supplies a want for society and prevents the evil results that often follow the unknown associations formed by children, when from their own homes. We should prepare ourselves to understand this question and to discuss it wisely.

Mr. Lunn doubted the practicability of establishing kindergartens in the country. The population is scattered. Asked whether it was done in Germany under similar conditions. Mr. Hailman replied that the conditions in Germany were not such as to make it a fair standard for us. In Austria, five or six families unite to make kindergartens for themselves, employing a teacher, or delegating the work to one of the mothers, each relieving the others.

After some further discussion, it was moved and carried that a committee of three be appointed to report at the winter meeting on the subject of Kindergarten Culture.

Association adjourned.

THURSDAY EVENING, July 19.

Exercises of the evening opened with a solo, "The Maid of Dundee," by Mr. North. In response to an imperative *encore*, another selection was rendered.

The report of the committee on "Principals' Association," was read by Mr. Hutton as follows and accepted:

Your committee on Principals' Association, respectfully report as follows:

There are now before the friends of education, many questions of exceeding importance, relating to the true function of the higher departments of our graded schools. These questions are pressing upon our attention, and demanding our most earnest thought.

So long as these questions remain unsettled there is a place and a work for the Principals' Association, and this organization recently revived, deserves our heartiest support.

A. J. HUTTON,
C. F. VIEBAHN,
W. H. BEACH,
Committee.

The report of the committee on "Music in Public Schools," was then read as follows by L. W. Briggs, chairman and accepted:

It is only a few years ago that to teach music in a public school would have been as much of an innovation as the introduction of the study of Physiology.

Now, thanks to our State Normal Schools, elementary music finds a place in the daily programme of school exercises, not only in the High School. but down through all the grades to the Primary; not only in a city school, but out through all the country schools, so that from the little school houses that dot our broad prairies and nestle in our forests, there goes up each morning and evening a grand chorus, sung not only with the heart but also with the understanding.

Of the direct advantages of this systematic drill in Music we have no need to speak. Indirectly, this drill teaches a school to do things on time and in time; it is a rest for the brain, and a wholesome activity for the body; it is a means of culture and refinement; it does more to fit boys and girls for a reasonable enjoyment of social life, than does the whole range of mathematics.

Therefore, in the opinion of your committee, Music ought to be taught as systematically, as intelligently, and as earnestly as any of the so called common branches.

L. W. BRIGGS,
H. E. CLARK,
P. R. BARNES, *Committee.*

The committee on "Drawing" requested further time to prepare their report, which was granted.

The committee on "State Tax" also requested further time to prepare their report which was granted.

The report of committee on "Teachers Institutes," was made by Robert Graham, chairman. It was voted that the further consideration of this report be deferred until the winter session. The report was as follows:

The objects of Teachers' Institutes seem to be—

I. (a) To show, by the aid of qualified teachers, what experience proves to be most useful in recitation.

(b) To show to beginners what ought to be taught.

II. (a) To present the best methods for conducting recitations.

(b) To present proper guides for general school management.

(c) To stimulate teachers so a better preparation for their work, and laudable efforts to excel therein.

As a means to the ends here named, so much of matter in the elementary branches of study as shall keep the Institute steady and busy out of the hours of session should be assigned for special preparation.

We are convinced that no other expenditure by the State produces results so quickly, so far reaching and so permanent for good as that devoted to Institutes; that these Institutes furnish the only means of reaching the great body of teachers; and that they are direct feeders to the Normal Schools and effective stimulants to more extended culture.

Hence, we fully believe in and heartily recommend, a thorough prosecution of the work, adding to rather than subtracting from its present efficiency.

R. GRAHAM,
H. BARNS,
FRED. W. ISHAM,
Committee.

The report of committee on Uniformity of Text Books, was read by Mr. Earthman as follows:

Your committee to whom was referred that portion of the President's Address which relates to Text-Books, beg leave to report:

In view of the fact that the attention of the people of this State has been called to matters pertaining to the purchase and manufacture of text-books, and that a general desire has been expressed by educational men throughout the State to have this Association put itself on record as approving or disapproving the policy of securing a State uniformity of text-books by having such books published by the State, or by parties within the State, acting under State authority; we, the teachers of the State of Wisconsin, in convention assembled, do hereby declare it our firm conviction:

1. That a State uniformity of text-books is undesirable and calculated to work harm to a majority of our best schools.

2. That we consider present legislation sufficient to insure to every school district in the State the best text-books published, at reasonable rates; and that we recommend to district officers throughout the State that they avail themselves, to the fullest extent, of the law relating to the purchase of text-books by and in the name of the school district.

3. That we hereby express our approbation of State Superintendent Searing's endeavors to prevent the proposed legislation on the text-book question, during the last session of the legislature.

Respectfully submitted,

A. EARTHMAN,
ALEX. KERR,
G. S. ALBEE,
Committee.

After some discussion, in which the third article of the report was strongly endorsed by leading members of the Association, the report was adopted.

On motion of Mr. Phelps, it was voted that in case of any attempt at text-book

legislation at the next session of the legislature, these resolutions be transmitted to that body in a communication signed by the President and Secretary of the Association.

The Association was entertained with music furnished by the French cornet band of the place.

Report of committee on Finance was then read and adopted, as follows:

Your committee on Finance respectfully report that they have examined the Treasurer's account with accompanying vouchers, and find the same correct.

It was found that the receipts during the year were	$196 25
The expenditures	78 83
Leaving a balance on hand of	$117 42

C. F. VIEBAHN,
S. F. BEEDE,
Committee.

The report of committee on "Resolutions" was then read by Mr. Rockwood as follows, and adopted:

WHEREAS, The present meeting of the Association has been from first to last, especially pleasurable and profitable, and has been given this character by the courtesies and labors of many different parties, we desire to express our acknowledgements and appreciation of the same in some manner not altogether insufficient, therefore,

Resolved, That we tender the Hon. Mayor and President of the School Board of the City of Green Bay, C. E. CRANE, M. D., our sincere thanks for his hearty sympathy and staunch support in all matters pertaining to our comfort, pleasure and profit while here.

Resolved, That we extend to the Hon., the School Board of the City, our manifold thanks for the generous provision made for our meeting in this beautiful and entirely comfortable Hall.

Resolved, That we thus publicly acknowledge our great obligation to Superintendent J. D. Williams and principal L. W. Briggs, for their untiring zeal in our behalf before and since our arrival, and bespeak for them many happy years of successful labor in the great educational fields.

Resolved, That the young ladies of the High School and the Misses LE CLAIRE and SCHUETTE are entitled to a full share in this distribution of acknowledgements, for the charming and artistic music they have so lavishly furnished, under the leadership of their Principal, and also, that Miss ELLIS and Mr. GEO. L. NORTH for their fine solos, and the Cornet Band for their unexpected addition to the pleasure of the evening, are alike heartily remembered.

Resolved, That we are especially obligated to the Hon. D. M. KELLY and A. E. ELMORE for the exceedingly generous gift of a half-day's use of the beautiful and commodious propeller *Canistco* for an excursion down the Bay, which we all declared to have been one of the most delightful and wholly satisfactory pleasure trips in the annals of the Association.

Resolved, That we hereby acknowledge the great pleasure and profit received from the lectures of the Rev. H. M. SIMMONS, of Kenosha, and Dr. WALTER KEMPSTER, Superintendent of the Northern Hospital for the Insane, at Oshkosh, and profer to them our profound gratitude.

Resolved, That we return to the Green Bay *Advocate*, the *State Gazette*, and the *Globe* our warmest thanks for their generous reports of the sessions, and to the press of the state generally, our appreciation of their gratuitous advertising and notices.

Resolved, That, in view of the times and the tides in our affairs, we are peculiarly grateful to the following Railroad Companies for their old-time favor of reduced fares, viz—the Sheboygan & Fond du Lac, Wisconsin Valley, Green Bay & Minnesota, Western Union, West Wisconsin, Milwaukee, Lake Shore & Western, Chicago & Northwestern, Mineral Point, and Wisconsin Central, and finally—

Resolved, That we are under many obligations to the entire body of officers of this As-

ambition for their energy, courtesy and efficient management of our interests. May they live long and prosper. All of which is respectfully submitted

W. C. WHITFORD,
MARGARET HOSFORD,
S. S. ROCKWOOD,
Committee.

Moved and carried that a committee of three be appointed to attend to the matter of publishing the History of the Association. Messrs. Earthman, Pradt, and Hutton were appointed such committee.

The President announced as committee on Kindergarten Culture, to report at Winter Meeting, Pres. Phelps, Supt. Mac Alister, and Pres. Albee.

Senator Howe was present and made some remarks to the members of the Association.

After music by the band, the Association adjourned *sine die.*

M. T. PARK, *President*, L. D. HARVEY, *Secretary.*

POSTSCRIPT.

The following committees at various times during the session were allowed the privilege of reporting at the winter session of the Association:

Committee on Drawing, D. McGregor, Ellen C. Jones, Samuel Beede.

On State Tax, E. Searing, Jas. Mac Alister, John Bascom.

On Course of Study for Mixed Schools, E. Searing, G. S. Albee, W. H. Chandler, D. McGregor, J. T. Lunn.

On Kindergarten Culture, Wm. F. Phelps, Jas. Mac Alister, G. S. Albee.

The two following committees presented no report—that on Supervision, consisting of W. H. Chandler, Agnes Hosford, H. M. Simmons, and that on Exhibitory Department, consisting of O. S. Westcott, Sarah Stewart, W. A. Kellerman.

Action on report of committee on Institutes was deferred until the winter session.

L. D. HARVEY, *Secretary.*

[The following letter explains the non-appearance of Prof. Olney.—EDS.]

EDITORS JOURNAL OF EDUCATION:—Please say in next issue of Journal, that Prof. Olney's absence, on the last evening of the meeting at Green Bay, was due to illness.

A letter from him, awaited me on my return to Oshkosh, July 20th.

It was a source of deep regret that, in his absence, I could offer no excuse to the large audience assembled to hear him. Trusting that the explanation as above offered will reach nearly all interested,

I am respectfully yours,

M. T. PARK.

[The place for the next Annual Meeting of the Association was not determined, but will doubtless be announced by the Executive Committee in due time. It may not be amiss for localities which have extraordinary inducements to offer, to correspond with said Committee.

If the time honored custom is to be kept up, a Semi-Annual session will be held in this city, in December.—EDS.]

EDITORIAL.

Several questions have been raised as to the liability of school officers and teachers under Chapter 172, Laws of 1877, which reads as follows:

"SECTION 1. From and after the passage and publication of this act, it shall be unlawful for any county superintendent, or any officer or teacher of any public school-district or public school in this state, to act in any manner, either directly or indirectly, as agent or solicitor for the sale of stationery or of any school-book or books.

"SECTION 2. Any person violating the provisions of this act, upon conviction thereof before any court of competent jurisdiction, shall be fined for the benefit of the school fund of his or her school-district, not less than fifty dollars nor more than two hundred dollars, in the discretion of the court.

"SECTION 3. This act shall be in force from and after its passage and publication."

There is something to be considered here aside from the statute. There is a certain sense of reason and justice which underlies and gives rise to restrictive and penal legislation. In a general way it may be said that it is against public policy, that public officers of any kind should make or allow opportunities offered by their office to subserve their own pecuniary interest or that of their associates. It would probably be held, if issue were taken, that a city council could not properly contract with one of their own number to do work or furnish supplies for the city. It was held by our own Supreme Court that a contract between a school board and one of their own number to build a school-house was against public policy and could not be enforced. (22 Wis., 551.) On the same principle a school board could not contract with one of their number to teach the school, or to supply it with books or stationery.

The statute in question is based on the same general idea, and expressly forbids school officers and teachers to act as agents or solicitors for the sale of these things. It grew out of the fact that these functionaries had, in various instances, made use of their opportunities to promote their own pecuniary benefit; and not only so, but to the detriment of the schools. It was not high prices alone that was complained of, but frequent and most unnecessary changes in books, incited by desire of gain.

The statute is not without some difficulties of interpretation, but its general aim is evident. The term agent has a certain technical meaning in legal and commercial language, and if this term alone had been used, the statute would be less ambiguous. It is clear that no school officer or teacher can act as agent, in the technical sense of the term, for the sale of school books or stationery. But is he also forbidden to deal in these things? If he keeps a shop of his own where he sells them is he liable under the law? The statute forbids county superintendents, district officers and teachers to "act in *any manner*, either directly or *indirectly*, as agents or *solicitors*, for the sale of stationery or of any school-book or books." A person who buys to sell again is not an agent for the sale of the goods, but he is a solicitor for their sale; if not directly, by personal solicitation, yet indirectly, by advertising them, or by keeping and exposing them for sale, and has a pecuniary interest in selling to schools.

The courts will determine the import of the statute, if issue is taken, but there seems to be sufficient reason for saying that teachers had better have nothing to do with furnishing schools with the wares in question, beyond giving their opinion when asked;

and that school officers, that is to say especially school-boards, had better confine themselves strictly to what the law plainly authorizes them to do, namely, to adopt such books as are judged to be most suitable for the school, and to purchase them, on the best terms they can make, when authorized so to do; but to have no pecuniary interest in the supply; to avoid even the appearance of violating the statute in any way.

It is best for districts not to elect as officers persons who deal in school-books; and for such dealers not to accept if elected or appointed, unless they are willing to desist from that business. This course can involve no great hardship to any one, and would tend to allay the general excitement on the subject. So far as is known to the Department of Public Instruction, no conviction has taken place under the law referred to, and no case probably has yet come before the courts. Where a district officer, who was already in office before the passage of the law, is also a dealer in school books and stationery, it may be deemed a wiser course for him to resign, and let some one be appointed who has no such pecuniary interest standing in conflict with a disinterested discharge of his official duty, than that a prosecution take place. This could hardly fail to be attended by bad feeling, and thus be injurious to the district

A FEW WORDS WITH OUR CRITICS.

The opinion we recently expressed that *as* is never a relative pronoun, has brought out two replies, one published last month, and the other given in the present issue. To our respective critics we desire to make a brief rejoinder.

1. In our last issue P. says: "Words have no such sacred and inviolable character as debars them from change in meaning or variety in use. On the contrary nothing is more common in the history of language than such changes and variations. A word may have more than one use, or belong, according to its use, to more than one part of speech. For instance, to take a familiar example, *that* is sometimes a conjunction, sometimes a relative and sometimes a demonstrative."

Of course given words vary in meaning and use. We have not thought of denying this. The illustrative examples of the different uses of *as* and *what*, already given, clearly prove this variation. All that we have contended for is that these words, while thus varying in signification and use, do not lose their primitive identity. The Anglo-Saxon in Africa becomes, in one sense, an African, but never a Negro; while the Negro loses none of the characteristics of his race when he becomes an "American freeman."

P. has furnished us a good illustration: "*that* is sometimes a conjunction, sometimes a relative, and sometimes a demonstrative." True, in one sense, but *why* can the word be three things so different? Are these really three different words with different origins, or are they one word, *preserving a radical meaning amid varying uses*? These are questions which the inquisitive pupil will ask—ought to ask—and which the teacher ought to be able to answer. When the pupil knows that this word, like *what*, is essentially the same under all circumstances—that when a relative or a conjunction it is merely the demonstrative under changed conditions—he finds an element of interest

added to the word, akin to that which the tyro in Botany feels when he learns that the various parts of the flower are simply modified leaves. This is the idea we have tried to present. Tell *why* the word *what* may be five parts of speech, the word *that* three parts, etc. It is in the interests of simplicity; it removes imaginary difficulties and adds interest to the study.

2. In regard to the specific question whether *as* may be a pronoun, it is a matter of slight importance—a mere question as to the correctness of one of the illustrations of the truth we have sought to enforce. We are, however, not prepared to abandon the illustration. We stand with Webster, Bullions, and what appear to be the strong inferences of the present English construction, in a continued belief that *as* is not properly a pronoun. We summarize our reasons:

(1.) In the expressions "so far *as*," "so long *as*," "as tall *as*," where *as* has a preceding correlative, no one would call it a pronoun.

(2.) In the sentence, "I will take such fruit *as* this," it will not be claimed that *as* is a pronoun.

(3.) In the sentence, "I will take such fruit *as* may come," the mutual relations and significations of *such* and *as* are substantially the same as in (2,) and it is incredible that the latter can be a different part of speech. In both (2) and (3) there is an obvious ellipsis after *as*—in the former, of a verb, and in the latter, of a subject. The latter ellipsis is precisely the same as in the expression, "more fruit than may come."

If it is objected that in (2) there is a true comparison between "this (specimen fruit)" and the fruit to be taken, while in (3) there is no such comparison—the meaning being, "I will take the fruit which may come,"—we answer, it is not *the words* that show this. Grammatically the comparison is as perfect in (3) as in (2.) It is not the fault of the words if the speaker chooses to use them in (3) in a different sense than in (2.) The words are precisely identical and mean the same thing grammatically. If in saying, "I will take such fruit as may come," I do not mean, I will take fruit *like* that which may come, but not necessarily *that which* may come,—if, in fine, I do not strictly *mean what I say*, as I mean it in (2,) the words ought not to be blamed for it and forced to abjure their nativity.

So in the illustration quoted by P., if the teacher uses the language of comparison, when he has no comparison in mind, it is not the fault of the language but of the teacher. If, after expelling a bad boy, he makes the remark, "such boys as he cannot be endured here," and then in the next breath announces recess by saying "such boys as wish may go out," meaning simply "those boys who wish may go out," in our judgment he has not proved *as* to be now a conjunctive adverb and now a relative pronoun, but has used the same words in first a logical and then an illogical manner. He has first used them so that they literally express what he means, and then used them again so that they literally express what he does not mean. And we venture to say that there is nothing peculiar in this. Our language contains many such *illogical idioms.*

(4.) That *as* is not a relative pronoun, because it never relates to a noun or pronoun before it, except in such vulgarisms as quoted by P., "I am the boy *as* found the horse." In every instance where our critics would call *as* a pronoun, it relates exclusively to, and introduces the adverbial modifier of, the comparative word *such*, *as*, *so*;

etc., in the preceding clause. In the sentence "I will take such fruit as this (is)" or "such fruit as may come," *as* refers to *such*, not to fruit. Take away *such* and *as* can no longer be used.

(5.) *As* can never be used as a substitute for another relative pronoun, nor another relative as a substitute for it. This cannot be said of any true relative.

(6.) As shown in the previous article, and already referred to in this, *as* and *than*, expressing comparison, are both followed by a similar ellipsis. Thus, "More words than [those which] are necessary." "Such words as [those which] are necessary." Here *than* and *as* are both alike conjunctions, introducing adverbial clauses modifying, in the former instance the adjective *more*, and in the latter the adjective *such*.

(7.) Respectable authorities, including the standard dictionary of the country, support the view we take. Even Worcester's dictionary merely says that "*as* sometimes takes the place of a relative pronoun, and is equivalent to *who* or *which*," a statement we do not care to deny. It is not declared to be itself a relative, but as merely "taking the place" of one.

From the study of present English construction we are irresistibly drawn to the conclusions (1) that *as* is never *necessarily* a pronoun, and (2) that there is no good reason for believing it is ever anything else than the conjunction or conjunctive adverb it appears generally and primarily to be. We say *from the study of our present English*; we have paid little attention to grammatical "authorities," inasmuch as the best of these appear to differ, and we unfortunately have no personal acquaintance with the ancestral Saxon. In this respect the learned critic whose valuable paper we publish elsewhere in the present issue, has greatly the advantage. He is a master of Anglo Saxon and his opinion on the matter in controversy is entitled to great weight. At the same time we confess that, after having read his argument several times, we fail to find it convincing. Our ignorance of the language is probably the cause, and we therefore venture no rejoinder, from his own premises.

We then sum up the whole matter thus: In modern English there is substantially nothing to justify calling *as* a pronoun. In the parent Saxon, Dr. Carpenter, one of the best American authorities in that language, says there is good evidence for calling it an English pronoun. This evidence, from the nature of the case, must be largely taken on faith by those ignorant of the ancestral tongue.

In concluding this controversy,—of some interest we trust to many readers of the JOURNAL—we advise every one to weigh the evidences for himself. Let not our own opinion have any weight beyond the reasons that appear to sustain it.

ANOTHER ILLUSTRATION IN GRAMMAR.

What is "That?"

Our contributor "P." gave us last month the text of another brief discourse in grammar. He said "*that* is sometimes a conjunction, sometimes a relative and sometimes a demonstrative." The grammarians support him. But again we ask, *Why* is *that* like *what*, such a protean word as now to be one thing and now another? Does examination

show that it, like its comrade, has a single meaning and is essentially the same under all conditions? We so believe.

The following illustrates substantially all its various uses in the English sentence:

(1.) He killed *that* bird.

(2.) I have the bird *that* he killed.

(3.) I know *that* he killed the bird.

(4.) He took no little trouble *that* (=in order that) he might kill the bird.

Assume that the first sentence illustrates the primitive or radical use of the word, and we may say that primarily it is a demonstrative adjective pronoun, or pronominal adjective (identical expressions). It was employed to point out a specific known person or thing.

That it is, however, essentially the same thing in (2) may be shown by slightly charging and enlarging (2), thus: I have the bird—*that* [one, or bird which] he killed. Here "that" is still clearly the demonstrative, used strictly as an appositive of "bird," while the true relative—and object of "killed"—is suppressed.

Again, in (3) it is readily conceivable that the word is still the demonstrative, *belonging to the following clause*. This is seen by inverting the order, thus: He killed the bird; I know *that*.

In (4) the peculiarity is that the second clause is not the *object* of any thing expressed in the first, as is the case in (3). But by supposing the omission of some preposition, "that" is again readily conceived to be our old friend the demonstrative.

The whole truth may be shown by the following summarized and simple changes:

(1.) He killed *that* bird.

(2.) I have the bird—*that* [bird] he killed.

(3.) I know *that* [fact—viz.,] he killed the bird.

(4.) He took no little trouble [for] *that* [end—viz.,] he might kill the bird;—or as we would more simply express it now,—to kill the bird.

That this view of the word is substantially correct there can be little or no question. We find, then, as in the case of "what," that it is always essentially the same word, and that a common name may always designate it. As it can, like "what," be used with or without a noun, the same name may be applied to it—"adjective pronoun," or "pronominal adjective."

In this case we would not advise the disuse of the present familiar names, in ordinary parsing. The *relative* "that," and the *conjunction* "that" are now in English constructed so *apparently* different from the *adjective* "that," and the names are so thoroughly and generally established in usage, that we would here readily tolerate the "convenient fiction." The leaves have here really become stamens and pistils. But we would invariably demonstrate anew to every class the transformation.

It would be delightful on our part to continue these expositions of out-of-the-way grammatical truths, but in the interests of variety we cease. They were intended only as brief suggestions to personal research and additional interest in the teaching of a subject neither dry nor useless.

NEW PUBLICATIONS.

THE ART OF TEACHING SCHOOL. By J. R. SYPHER, author of a "History of Pennsylvania," etc. Phila.: J. M. STODDART & Co.; Chicago: A. H. ANDREWS & Co.

This book, from the pen of an experienced teacher and practical writer, is not new, having been before the educational public for some six years, and having met with decided favor. We call attention nevertheless to a new edition, copies of which can be obtained from A. H. Andrews & Co., Chicago. Teachers will find many valuable hints upon its clear, practical pages.

THOUGHT AND EXPRESSION, or The Child's First Book in Written Language. By S. S. GREEN, author of "English Grammar," etc. Phila.. COWPERTHWAIT & Co.

The correct underlying idea of this book is that as a boy learns to swim by swimming, so a pupil must learn to write the language by writing it. We have little faith in the supposition that this idea can be realized to much purpose simply by using the book, in a blind mechanical way. But if used in an intelligent way by an apt teacher, as a guide, and supplemented with original exercises, we have no doubt it will be found of the greatest assistance, and lead to good results. The author's plan is described by saying that the child should begin with the essential use of language, as the expression of thought, and proceed, by forming a permanent *habit* of writing as he did of speaking.

HIGHER LESSONS in ENGLISH. By ALONZO REED and BRAINERD KELLOG, authors of "Graded Lessons in English." New York: CLARK & MAYNARD.

We noticed the "Graded Lessons" favorably, on its appearance some months ago. The writers of these books are teachers—of English Grammar and the English Language—in the Brooklyn Collegiate and Polytechnic Institute, and have brought the results of practical experience to their production. The very favorable reception given to the introductory book is a good augury for the success of the second one. The authors believe, and we believe they are right, that a correct use of the language is not attained without a study of its grammatical principles. But they seek, and we think successfully, to divest the study of its traditional dryness and repulsivness, by presenting it "*in practice—by varied and exhaustive drill in composition.*"

TRANSACTIONS OF THE WISCONSIN STATE HORTICULTURAL SOCIETY: Edited by F. W. CASE, Secretary. Printed by DAVID ATWOOD, Madison.

Besides the President's Annual Address and other matters, the volume contains the Essays, Discussions and Reports of the two meetings held in this city and in Tomah, in February and June. We observe some extension of scope in the aims of the society, and this volume, like its predecessors contains valuable matter. We should say two papers by Mr. J. C. Plumb, of Milton, on fruit raising, were of especial practical utility and ought to be widely circulated.

TRANSACTIONS OF THE WISCONSIN STATE AGRICULTURAL SOCIETY, Vol. XV. Edited by W. W. FIELD, Secretary. Printed by DAVID ATWOOD, Madison.

This volume contains several Reports, Papers, Addresses, etc., in which not only ag-

ricultural but financial and other matters are discussed. We shall not attempt to criticise these productions, but should say that about the most valuable papers in the collection, just at this time, are those which seek to show the need of improvement in our farmers and their families and homes, as well in farms and farming. We take this as a good omen. The conviction we think is extending among those who are intelligent students of agricultural life, that it will fill its high place in the industry of mankind only as it is elevated, and made more dignified and attractive; in short, that the earth can be properly cultivated only by those who are themselves cultivated.

THE LIFE AND EXPLORATIONS OF DAVID LIVINGSTONE: by JOHN S. ROBERTS, with extracts from Dr. LIVINGSTONE's last Journal. Augusta, Maine: E. C. Allen & Co.

This intrepid African explorer must be accounted one of the most remarkable men of the present century, and his case goes a good ways to sustain Dr. Kempster's theory. We have read no book of late of of such absorbing interest; not merely as presenting a succinct narrative of Livingstone's travels and discoveries, which have for some time been before the world, but as revealing a great soul. From the time when he educated himself amidst the drudgery of twelve hours daily labor in a factory, till his last painful efforts, struggling on in the heart of Africa, he exhibited the same indomitable energy, the same gentleness, modesty and heroism, the same qualities in short that mark the truly great man. He surpassed other explorers as much in achievements as in character. Such a book is a good one to put into the hands of the young.

NOTES.

The report of the committee on "Oral and Text-Book Instruction," prepared by President Albee and printed in the May issue of the JOURNAL, is reprinted in the "Educational Journal of Virginia," for July.

The article, "Growth and Duty," printed in this issue, is given as a specimen of one of the best graduation essays of our Normal School pupils. It was the valedictory essay at the recent closing exercises at Whitewater.

Prof. Johnson's article on "Muscular Habit ie Education," in our last issue, was copied in full by the *Whitewater Register*, which pronounced it "well worth a general reading." We have in hand the second article under the same title, and no less excellent, which will appear next month.

In the article on "Good Behavior in Schools," printed among the selections in our last issue, are some very questionable statements, which in the hurry of work were not fully comprehended in all their narrowness. The assertions concerning Lincoln, Jefferson, and Franklin, particularly, are very one sided and unjust.

We hope to find room next month for "A Woman's Experience as Superintendent of Schools," the admirable paper read at Green Bay by Miss Agnes Hosford, Sup't of Eau Claire County. We wish every school officer in Wisconsin could have heard it. We especially wish every opponent of "Women as School Officers" could have heard it.

Prof. A. O. Wright, the genial and accomplished Principal of Fox Lake Seminary, has prepared an edition of Schiller's *Wilhelm Tell*, with vocabulary, notes, etc., for school use, somewhat on the plan of Searing's Virgil. He says it is the first edition of any German classic with a vocabulary. The volume will soon be published and will no doubt prove a valuable

and popular help to English students in the acquisition of German.

A letter was recently received by the State Superintendent from Mr. E. Steiger, New York, the publisher of the *Cyclopaedia of Education*, inquiring if the law of last winter forbidding teachers and school officers from acting as agents for the sale of school-books, would prevent a teacher from engaging in the sale of the *Cyclopaedia*. The opinion was given, in reply, that the volume in question was not a "school-book," such as was contemplaten in the law, and that teachers and school officers might lawfully engage in its sale.

Dr. Carpenter's article on "as" is a fine illustration we think, of the utility of the study of Anglo-Saxon as a means of shedding light on the real grammatical genius of our language. If the Doctor would supplement, or rather precede his little book on analysis with one on English etymology and syntax, as seen from the Anglo-Saxon standpoint, he would be doing us a good service. We are not aware that any sufficiently elementary work of this kind has yet been issued. His own little book on Anglo-Saxon grammar is eminently suggestive to the scholar, but demands a little too much linguistic culture and philological acumen for the common school teacher. The presentation of English grammar is destined to a complete revolution, which has already begun.

Hon. Lyman C. Draper, of Madison, the efficient Secretary of the State Historical Society, and Mr. C. W. Butterfield, the Historian, have substantially ready for publication a large, interesting and unique volume, the joint work of their pens, to be entitled, "Incidents in Border Warfare," "Border Forays and Adventures," or something of that sort. It contains romantic passages in American history, from the old French War to the close of the Revolution connected by a slender historical thread. The materials from which the volume has been constructed are chiefly original, forming part of the remarkable collection of the industrious Secretary. The work will contain about 800 pages, and will be a valuable contribution to American history. We hope for its early publication. Concerning Mr. Draper, the "Plutarch of the West," the "most remarkable literary antiquary of the United States," we published, in our issue for September last, a very interesting article, doubtless remembered by many of our readers.

At Necedah they have reorganized as a high school under the high school law. At the annual meeting the district voted $100 extra for reference books, etc.

Horicon, which has long been noted for its vigorous maintenance of a good High School, is taking a step in advance, having resolved to work under the Free High-School law, and to provide for the four years course.

Prof. O. S. Wescott, of Chicago, has been engaged as principal of Racine High School. Both the reputation and the appearance of this gentleman indicate that Racine may be safely congratulated on the acquisition of one who will honor the position to which she calls him. We bid Prof. Wescott, welcome to Wisconsin.

Nelson Lawson, a Town Clerk in Polk Co., writes incidentally, in a business letter:

"Your Report for 1876 is at hand, and I find it one of the most interesting and complete issued from your office. That recommendation for a 'State School Tax' would be a great benefit for the Northern districts if adopted. If the Districts were obliged to furnish text-books for the free use of the children, many schools would be greatly improved."

Prof. Hosea Barns writes:

"The following named pupils of the 1st. Dist. School of Manitowoc, were not absent or tardy during the last *four* years: Hattie A. Burnet, Essie S. Burnet, John Pospisiel, Jos. Pospisiel, and Mary Pospisiel. The Burnet sisters graduated from the High School Dept. at the close of the last year. Miss Aggie Burnet and Master John Burnet of the same family have not been absent or tardy for *three* years. Can this record be equaled?"

We get a few notes from Pierce county: The city of Prescott has voted a high school term of eight months. Ellsworth discussed it, but made no move. Esdaile village recently purchased books for the school and sold them to the pupils at cost. Result—a great increase in interest; there are 70 pupils, all in one room. Drawing, according to Krusi's or Smith's system, is taught in about one half of the schools of Pierce county. Botany is rapidly coming into favor, as an agent to discipline the observing powers.

In general we are not in favor of restrictive legislation, but we would be inclined to give aid and countenance to a bill seeking to prevent good teachers from leaving Wisconsin.

There being, however, no law to forbid it, Prof. E. A. Chase, the excellent principal at Hartford for the last six years, has been persuaded to leave Wisconsin and accept the superintendency of the schools at Georgetown, Colorado, the second city in the "Centennial State." This is doubtless well for Mr. Chase and for Colorado, but Wisconsin thereby loses one of its most sensible, competent and esteemed teachers. We commend him to Georgetown as a man worthy of its trust and honor.

S. A. Doolittle, from St. Lawrence Co., N. Y. a graduate of St. Lawrence University, is to be principal at Neillsville. If looks are not deceitful he will make a good one.—E. F. Harline goes to Mazomanie.—D. H. Flett, has resigned the Superintendency of Kenosha County and accepted the principalship of the schools at Elkhorn: Prof. Sprague gives up teaching and enters the legal profession.—F. O. Burdick, goes to Geneva.—L. E. Cooley goes from Ashland to the Rock School at Platteville.—W. S. Johnson leaves New Lisbon to accept a position in the Whitewater Normal School.—W. A. De La Matyr, goes from Black River Falls to Spring Green.—L. W. Briggs goes from Green Bay to Manitowoc, to succeed Hosea Barns, who, we believe, is to enter the ranks of another profession, in Kenosha, and A. H. Thomas, who has been at Ft. Howard, goes to Green Bay.

We sometimes hear the assertion that the day for private schools has gone by; that they are no longer useful. We find a strong contradiction to this in looking over the last catalogue of the Racine Academy, established two years ago by the Hon. J. G. McMynn, and in the frequent accounts we hear of its work. Mr. McMynn's reputation as a teacher is enough to insure him pupils in any place, and we need only add that with a full corps of assistants, and an attendance of nearly 100 the past year, the school is a great success. Nor does it seem to suffer because it is called an academy, a word which to some persons has become a bugbear. Twenty just such academies scattered over the state, would be just the additional feeders to our colleges and the university, and to our normal schools as well, of which they greatly stand in need.

There is a stability about enterprises in educational work like the one mentioned—enterprises that have a solid foundation—which is too often absent in our higher public schools. Teachers, subject to the caprices of constantly changing boards and superintendents, sometimes see all their work in danger of blight, and are often cause'essly removed. There is still work then for private schools, and the two classes of schools may in many ways stimulate and improve each other.

The Merrille Institute, at Fond du Lac, of which Miss M. S. Merrille, formerly a teacher in the Normal Department of the University, is the accomplished Principal, again illustrates in a forcible manner, that there is still a field for intelligent and faithful private enterprise in the work of education. Miss Merrille's School, as she lately informed us, has been in operation eleven years, with constant success, and it is one of the cherished institutions of Fond du Lac. In a late number of the *Saturday Reporter* we find a very pleasing account of the closing exercises of the Institute for the year, which were held on Monday July 2.

A very bitter school fight has just reached a termination at La Crosse. The Superintendent and three members of the school board conceived it to be their duty to make a change in the principalship of the High School. The other three members, sustained apparently by a large majority of the people, and at least by the English papers of the city, favored the re-election of Prof. Reynolds, the principal there for several years past. A tie vote, persistently adhered to, of course failed to elect, and Mr. Reynolds was out. We have no disposition to sit in judgment on this controversy, and wish only, since a change has been made, to express our gratification at the selection of an excellent man as the new principal. Prof. H. O. Durkee, of Waukegan, Ill., formerly for several years principal at Kenosha, succeeds to the headship at La Crosse, and from all accounts a wise selection has been made. The unanimous choice of such a man by the board, and the appointment of Prof. Hemmenway, late principal at Minneapolis, as his first assistant, indicate a determination to fully sustain the previous high character of the school, and must tend to mitigate the severe criticism to which Superintendent Roby and his supporters have been subjected.

J. D. Bond, Supt. of Penmanship in the Public Schools of St. Paul, has shown us specimens of writing from the schools of that city that we have never seen excelled in any public school in the country.

The specimens are examination papers, copy books, Staff Ruled Writing Books and dicta-

tion exercises, and all written by pupils from seven to fifteen years of age. Mr. Bond attributes the marked uniformity in the writing to black board copies and the use of the "Staff Ruled Writing Book." They have been introduced already into many schools in this state, including the Normal Schools.

The Anatomical charts offered for sale by A. H. Andrews & Co., (see advertisement in this number,) are deserving of more than a passing notice. For clearness and distinctness, for accurate and artistic drawing, for beauty of coloring, for convenience and for all the qualities which such charts ought to possess, they are not only unsurpassed but unequaled by any thing of the kind which we have seen. They are published by Messrs. Johnston, the celebrated Map Publishers of Edinburg, and Messrs. Andrews & Co., are the American agents. They may be used by an intelligent teacher in connection with any work on Anatomy and Physiology, but they may be made doubly useful by such teacher, in any school, as the basis of oral instruction. The practical utility, the absolute need of such instruction, including hygiene, we need not here stop to discuss. We could wish that the charts might be introduced and intelligently used in every common school in the State.

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A WOMAN'S EXPERIENCE AS SUPERINTENDENT.

When asked by the President of this Association to present at this meeting "A Woman's Experience as Superintendent," I consented to do so, because I believed there were many friends of education watching with interest and anxiety the result of admitting women to school offices. To them I believed I owed whatever information I could give as the result of my experience. The subject is a personal one, and I knew no way to avoid the use of the objectionable pronoun "I" without a still more objectionable circumlocution. For this reason I think its frequent use will be pardoned.

When the bill making women eligible to school offices was passed by the legislature, I was glad that woman's service in the educational work had been thus recognized. I believed too, that an element of strength had been added to our already threatened system of county supervision, which would not only help to perpetuate it, but would increase its usefulness. I believed there were many women well fitted for the work, by their interest in it, by their educational qualifications and by long connection with the public schools as teachers, who would do efficient service as members of school boards or as county superintendents.

No privilege can be conferred without an accompanying responsibility and obligation. To many this privilege would come in the form of duty, perhaps with something of sacrifice. To myself the privilege of accepting or rejecting the nomination for county superintendent, came as a complete surprise. I was then teaching, (contented with my work, interested in my pupils,) and by no means an

aspirant for political honors. I appreciated the honor conferred upon me by the republican convention of Eau Claire county, but shrank from the notoriety which acceptance of the nomination would involve and from the duties which must follow an election. I asked time for consideration.

The questions which came up for decision were: Can I endure the newspaper comments incident to a political campaign? The defamation on one hand and exaggerated praise on the other, were, I supposed, inflictions from which I had no reason to expect exemption. Can I bear to be talked of on the streets and in saloons? To have my words, acts, character and antecedents discussed, as seemed to be the inevitable fate of all candidates for office? How will these things affect my school work, whether elected or defeated? Have I the ability to perform the duties of the office? Am I willing to endure the perils foretold, the exposure to heat and cold, to wind and dust, to rain and snow? Is it wise to give up my regular work for something which must in the nature of things be only temporary? How will such an interruption affect my teaching? Shall I be likely to return to it with as much interest as before? These were questions of personal interest, but questions which I had a right to consider. In addition to these, however, came the question of obligation to others. If women were ever to have any influence aside from the work of the school-room in guiding and controlling educational affairs, if they ever held any office, however humble, they must submit to the unpleasant incidents of election. Did I not owe a duty to my sisters to accept the opportunity offered, and prove as far as was in my power that in the work of education women would not be recreant to any trust confided to them? I believed if I did not possess the eminent qualifications of our best county superintendents, that I could take to the work a hearty interest in our common schools, an ardent desire for their prosperity and advancement, and devotion to their welfare. I believed my experience as a teacher and acquaintance with school work, might in a measure compensate for other deficiencies. Many of the teachers of the county had been fellow-workers with me, and some had been my pupils. I thought I might occupy toward them the relation of friend and co-worker rather than that of judge, and critic. I concluded to accept the nomination and abide by the results.

Either I was unusually favored, or I had formed very exaggerated conceptions of the annoyances of a candidate for office. There were very few personal comments in any of the county papers, and those were not of an objectionable character. The nominee of the democratic party was also a lady. There was besides an independent candidate for the relief of those who could not bear to be shut up to the necessity of voting for a woman, no matter what were their party affiliations. I continued teaching until the close of the term. My election or defeat was not a matter of sufficient personal interest to cause me any anxiety, and I think made no difference with my teaching. I could not see that my being a candidate for office affected my pupils in the slightest degree. While the matter was new I was conscious sometimes of being pointed out as the woman who was running for office.

After the election I received many letters of congratulation, some of them from persons whom I had never met, but had long known as connected with every educational interest of the state. These were valued as showing that many of our most honored educators welcomed women to any work they could do, but they raised again the questions, am I equal to the work? Can I meet the expectations of these friends?

When I entered upon my official duties, I found besides the schools of Eau Claire and Augusta, there were forty eight others in session, nearly all of which would close in the middle of February. I visited thirty six of them and each department of the graded schools before the spring examinations. The graded schools were under the care of experienced and efficient principals. A higher standard of qualifications is required of the assistant teachers in these schools than of the teachers in country schools. The superior advantages of comfortable, well furnished school-rooms, necessary apparatus, fair salaries, religious and social privileges command a better class of teachers. They are generally faithful, energetic and earnest. In nearly every department good work was done. The daily supervision by principals and their weekly teachers' meetings were sources of help and progress. I believed the country schools needed most whatever help I could give and should receive my first attention.

The condition of affairs in the country districts was a surprising

and disheartening revelation. About half the school-houses were in a comfortable condition. A few were neat, pleasant, well furnished and convenient. I soon learned in my search for school houses to look for the poorest building in the district, small, unpainted and darkened by the storms of many seasons; with one door in the gable end toward the street, three windows in each side, a pile of wood on one side near the door, the accumulated ashes of the winter on the other. The interior of these houses was usually as inconvenient as the exterior was uninviting. In many the walls had never been plastered, and were either ceiled or covered with brown building paper and of course dark with smoke. The windows were uncurtained, the desks unpainted but profusely carved with the customary hieroglyphics which mark the school boy's taste. The great stove which had not known polish since leaving the store of the hardware merchant generally sat in a box of sand and gravel in the center of the room. There was frequently a very small blackboard surface and occasionally none. A few schools were supplied with maps, globes, and reading charts. In the majority there was no illustrative apparatus. In a few schools there was a uniformity of books and a sufficient supply; in most there was neither. Tardiness and irregularity of attendance were prevalent. Few teachers were found who had occupied the same positions before. Visits from parents or school officers were almost unknown. Poor school-houses, lack of apparatus, want of uniformity of books and insufficient supply, tardiness and absence of pupils, indifference of parents and school officers were each serious evils, but there was one other which I thought greater than them all three combined—that was incompetent teachers. I believed that if properly qualified teachers, inspired with a love for their work, appreciating the dignity of their calling, and possessing that missionary spirit which is an essential element in the character of the true teacher, could be placed in each of the sixty districts of the county, all other evils would be mitigated. I believed that an earnest teacher coming constantly in contact with the people would have much influence in securing a decent school house and surroundings. I did not think such a teacher would remain long without a blackboard. His pupils would not sit week after week with the blinding sunlight on their books for want of curtains. He would induce school officers to procure necessary maps and apparatus or his ingenuity would de-

vise a substitute for them. He would make school so attractive that tardiness and absence would cease to be the rule. He would make himself so necessary to pupils and parents that a new teacher would not be wanted each term. Having this belief I determined that my first efforts should be directed to improving the character of teachers and teaching. I hoped to do this not by making any general change in the persons teaching, but by inspiring those already in the work with some right conception of its real nature.

I believed if every other defect of our school system could be at once removed and the teachers remain unchanged, in their acquirements, in ability to teach, in their aspirations, and in their conceptions of a teacher's work, that little real progress would be made, and no permanent good would result. The teacher makes the school. Until some means are devised whereby teachers not only may be fitted for their work, but must be; until a sufficient supply of competent teachers is provided and provision made for their just compensation, our schools will fall short of doing what they ought to do for the people.

And so, although the evils of our schools were many, I aimed to remedy one, or rather, I hoped by remedying one to lessen all the others. What was the prospect of doing so with the workers already in the field? In my visits to the various schools, I found little that was worthy the name of teaching. I have frequently heard pupils recite what seemed to be considered by pupils and teacher a fair lesson, when it was evident to me that not one thought had been grasped. I have seen teachers sit before their desks attempting to follow the text of the pupil's recitation when the whole meaning of the author was perverted by the omission or wrong use of words, and the error was not observed. Teachers rarely were familiar enough with any subject to conduct a single recitation without the use of a book. I have heard pupils instructed that a decimal fraction is one whose denominator is ten or some multiple of ten; that a personal pronoun is one that relates to persons; that an interrogative pronoun is a word that asks a question; that the principal parts of a verb are the present, past and perfect participles; that there is no difference between a continent and a hemisphere. These were not rare mistakes. The frequency of their occurrence proved to me, that to a far greater extent than I had imagined, words were learned without the

ideas which they are intended to represent. Sometimes I found the teachers who gave such false instruction, sighing for advanced classes. There seemed to be no appreciation of correct and thorough elementary teaching. I was convinced that the failure was due to the fact that these ambitious teachers had not themselves mastered the principles they professed to teach. Their own knowledge was superficial —their teaching could not be otherwise.

I wanted them to meet this fact face to face. I wanted to make their deficiencies so apparent to themselves, that no argument would be needed to convince them that they as well as their pupils had something yet to learn. With this end in view I prepared questions for the spring examination. I aimed to make them so simple that failure would bring self condemnation. I intended to ask no question that I had not a right to expect every one who attempted to teach to answer. I looked forward to the examination with much anxiety, believing there would be some failure where failure was not expected. There were one hundred and thirty applicants for certificates. Only ninety teachers were needed for our schools, and there were thirty who held unexpired certificates. It was simply impossible that all of these could find employment if they obtained certificates. Some must be disappointed. It was my duty to grant certificates to those best qualified to teach. To have done otherwise would have been an injustice to the people who support the schools and an equal injustice to the better class of teachers. I believed then, and still believe, that the evidence of scholarship presented in examination must be the main reliance in awarding certificates. This is especially true if there has been no opportunity to see the applicant at work in the school room previous to examination. While my judgment of fitness was based almost wholly on scholarship, my visits during the winter, and impressions formed during the institute which immediately preceded examination, modified my judgment to some extent. In a very few cases persons who had shown considerable aptness to teach, skill in managing a school, originality in illustrating, and earnestness in work, did not attain the standard required in examination. To such persons I gave certificates, although aware that exceptions invited the charge of favoritism. A few exceptions of a different character were made from necessity, rather than choice. There are some schools in the county so undesirable from location, lack of privileges and

small compensation that it is impossible to induce any one to go to them who can do anything else. These are in places where the people are really too poor to have more than five months school in the year, and who must employ such teachers as they can for $18 or $20 a month. To meet such cases I was obliged to grant licenses to five or six, whom I did not consider competent teachers.

Forty-eight of the candidates failed to receive certificates. A majority of the disappointed ones were young and inexperienced. A few, however, had taught several terms and felt keenly the mortification of failure. To notify such of the result of their examination was the first hard thing in connection with my work. So far as I know nearly all of these accepted the decision as just. Only one relieved her mind by sending me a long, badly written and badly spelled letter, charging me with partiality for others and a particular dislike for herself, and almost annihilating me with the very pertinent remark, "This is woman's generosity to her *sect.*" If teachers themselves submitted without complaint, their friends were not always so passive. One young woman came in behalf of her sister, and closed her unsuccessful mission with the serious threat, "It will be a long time before she'll be examined by you again!" I did not anticipate any serious loss to the schools should she never appear, but in six months she was again among the applicants, and no more successful than before.

One aggrieved parent attempted to prove my injustice and his daughter's ability to teach by writing that "she had passed examination by as good or better scholars than this county would average, and he could prove that she was better qualified to teach than some others to whom I had given certificates, that she had a school engaged and they had not. He had always been a staunch Republican and had done a good deal of talking to get me elected but he would never vote for a woman again, if he lived to be a hundred years old." He was no doubt a man of unbounded influence, as he impressed his greatness upon me by subscribing himself "Preacher and Chairman of Town Board." I was sorry to endanger the success of the women of the future, but as I was unconvinced by his logic, and unawed by his high social and official position I did not reverse my decision.

Some asserted that I was reducing the supply of teachers that I might insure high wages to my successful friends; some that I was

more lenient to non-residents than to those whose homes were in the county; others said "No one not belonging in the county need hope for a certificate;" while others still accounted for the failure of their friends by accusing me of denominational favor or prejudice. It was not pleasant to have such motives ascribed to me, but I did not expect to refuse certificates to more than one-third the candidates without opposition and misrepresentation. This was much easier to meet than appeals to my sympathy. There were some who seemed to think their poverty and inability to do anything else were sufficient reasons why they should teach. Sometimes their circumstances were such as to demand my sympathy, and if it had been a personal matter I should have yielded. This, however, was a matter for judgment and not for feeling. I could not yield without giving up all that I desired to accomplish. I believed there could be no greater wrong inflicted on our schools than to license these young, inexperienced, incompetent teachers. If allowed to enter on the work of teaching, their errors, vague conceptions and imperfect knowledge would be repeated and perpetuated in every school which came under their care. I had no choice but to consider the good of the many rather than the wishes of the few.

I do not know that I had any trials greater than or different from others in the same position. It is possible I was obliged to listen to more appeals from those who attempted to gain through sympathy what they could not claim through merit. Be that as it may the few weeks subsequent to the first examination were the hardest part of my experience. I knew there was dissatisfaction but I did not know to what extent. I believed that if it were general my efforts to improve the schools, by giving to them a better class of teachers, might be made futile by opposition. I did not expect such an immediate improvement in the schools as would justify my course in the eyes of the people. To cut off the poorest teachers is not a guaranty that the remaining ones are good. Many of them were not. Not one engaged in the schools outside of the city had received any especial training for teaching, and few are born with a genius for it. Teachers were satisfied with their work, and parents were satisfied with the teachers. Neither was to blame for not desiring a higher good of which they did not know. I had been disheartened by the revelations of my visits. I was much more so by the examination. My

faith in our boasted school system was wavering. I wondered if Eau Claire county was exceptional in the character of its teachers. I examined the annual reports of our state, and found the almost universal statement of county superintendents was, "The great need of our schools is competent teachers." I examined the reports of the Commissioner of Education, and it seemed to be the cry of every state, "The great need of our schools is competent teachers." How is this need to be met? Have our statesmen no time to consider it or is it not worthy their thought?

My search through the various reports showed that all the defects of the schools of the new northwest were common to the old and populous east. Is there no wisdom to make our school system more effective? Are the early years of child life of so little value that ten years may be spent in acquiring what might be learned in five? Is it of no interest to a nation that her citizens receive that training which will make them most useful and most noble? Is the development of highest manhood and noblest womanhood of less importance than material wealth?

That the questions which troubled me were of broader interest and deeper significance than I at first imagined made me less hopeful of seeing results. They were questions which had troubled many wiser people, who had not seen them answered. I determined to work as patiently and plan as carefully as if the work were all mine, to have faith in my teachers and hoped that they and the people would have faith in me. If I sowed that others might reap, I should try to sow good seed. If I laid foundations whereon others might build, I should try to lay those foundations well.

I have given this detailed account of my first experience, because all subsequent work was dependent on it. My first series of visits, first institute, and first examination, showed me the condition and needs of schools and teachers, and determined what my work must be.

That I might keep acquainted with the condition of the schools, I required from teachers monthly reports of tardiness, absence, enrollment, number of visitors, number of classes, and other items. Teachers do not like to report tardiness and absence, and when such reports are required, are more earnest in endeavors to suppress those evils. That teachers might be induced to study I made it seem an obligation

by asking them to report time spent in this way. I had found that some would have retained habits of study, but public opinion was against teachers who studied. They are supposed to have reached the height of human attainments when they begin to teach. To study is to admit that such is not the case, and to lose the confidence of pupils and parents. If these could say "The superintendent requires us to study," the stigma was removed. I rarely met a teacher without asking "What educational paper do you subscribe for?" or "What work on education are you reading now?" They were also constantly reminded that it was desirable to have and read such by being required to answer the same questions each month.

The first year these reports were printed on postal cards and few items required. I wanted to insure their return by making the expense and trouble as little as possible. The next year they were printed on cards requiring an envelope. I hoped as my acquaintance with teachers increased, that they might feel free to communicate other items than those required. This proved to be the case, and now with the card frequently comes a little note, asking advice, telling of special troubles or special success.

That school officers might more intelligently select teachers for the schools, I issued, after the examination last fall, a circular with names of all licensed teachers, date of issue and expiration of certificate, number of terms taught and post-office address. Another circular was sent at the same time containing advice in regard to school-houses, apparatus, text-books and other matters. This spring I sent to teachers names and address of school clerks, with number of months school in each district during the year, number of pupils enrolled, and wages paid to teachers.

This summer, feeling the need of a means of frequent communication with school officers, teachers, parents and pupils, I asked for and obtained space in the Eau Claire Free Press for this purpose. I have been trying for a few weeks past to say through the paper some things which I hoped might interest parents and help teachers.

I have aimed to visit each school once each term and have succeeded in doing so with very few exceptions. The difficulties supposed to be incident to this part of the work have been the cause of much oppo-

sition to women's holding this office. There probably are counties where it might not be pleasant or safe for a woman to undertake it, but I have found no trouble whatever. I have been to every school district in the county, and to nearly every one alone. I have every where found the people hospitable, courteous and helpful. I have never started out during a storm, nor when there were indications of one near, but I have had some long rides in the coldest days in winter and in the hottest days of summer, and have not been hurt by either. I believe there are no dangers, hardships or fatigue connected with the work that any woman in ordinary health might not meet, and there are many who might profitably exchange the work of the school room for this outside work.

I have found the work connected with the superintendency in the main pleasant. Like all other employments it has its own peculiar trials, but it has also its peculiar pleasures. I have enjoyed the enlarged experience, the extended acquaintance with people, teachers, and pupils which it has given me. The work has not been of a kind to bear immediate fruit, yet I hope a little good has been accomplished. I have been better satisfied with the teaching which I have seen this summer, than at any previous time. The last examination indicated that some progress in accuracy had been made. I do not know how much of this to attribute to real advancement, and how much to lessened expectation on my part. I believe that there is an increased earnestness on the part of teachers. If that is the case it must lead them to better aims, better methods, and better results.

I shall leave the work with many pleasant memories, and among them will be the assurance which I have had of the support and desire for my success of many friends. To our honored State Superintendent I am especially grateful for the interest manifested in my work, friendly suggestions, helpful advice, and unvarying kindness. I shall return to teaching with increased interest in it, with deepened convictions of the necessity of thorough, accurate instruction, and with greater devotion to the work than ever before.

Eau Claire, July 16, 1877. AGNES HOSFORD.

We get the control over pupils by teaching them, by precept, but especially by example, to control themselves.

MUSCULAR HABIT IN EDUCATION.—II.

The two branches of elementary education, proficiency in which depends almost entirely on muscular habit, are penmanship and spelling. Drawing, which is so often classed with penmanship, has in fact but few points in common with it. Skill in drawing does not depend to any considerable degree on muscular habit, but on a certain control the brain has over the muscles by which they readily work out its conceptions. While muscular habit occasions the movements to be always in the same directions, general muscular *culture* enables the hand to move in any particular direction required. The more any movement becomes one of habit the less it is one of thought and the less can it tend to intellectual growth. No one has failed to notice that the majority of men who are "beautiful penmen," who devote their lives to the subject of penmanship, are deficient in general culture, are men of few ideas. This is not said in disparagement of the ambition to become a good writer, to acquire a hand that can be easily read, but is given as a proof that writing is a matter of muscular habit and requires no thought. Drawing, on the contrary, not being a result of acquired habit, but requiring movements ever varied according to a controling mind is a result of mental rather than physical culture. It can be made the means of intellectual growth in many directions. No drawing is worth the name that does not require varied mental efforts, whether it be in imitation of objects, or shadows forth some original conception. Penmanship expresses no thought in itself. It simply produces the symbols of thought. Shallow sentiment may be blazoned in beautiful curves, and the burning thoughts of a Greeley branded in a scrawl.

When the child begins to write, he bends all his mind to the work. Not only does his hand go but his tongue also. Every movement is by direct action of the brain. He gets a partial conception of the form he wishes to produce and then goes to work to embody it in the letter. The work continues and the form improves as his conception becomes more perfect, whether he may derive his conception from methods of analysis and synthesis, or by imitation of a copy. At last, by constant repetition, the movement becomes less and less one of direct action until it is performed mechanically—that is by muscular habit. The particular form he gives to each letter becomes set—

each renewal of the movements producing forms almost identical with their predecessors. The letters can be written while the mind is occupied with other thoughts. The beauty of the writing will depend on the correctness of the conception and the persistence in attempting to embody that conception in the letters.

It is evident from the foregoing that there are two things essential to the acquiring of a good hand writing—correct conception of forms and sufficient practice to make the production of the proper forms a matter of muscular habit requiring no thought. Undoubtedly it is the hardest part for most pupils to get correct conceptions. Various aids to this end are in vogue, among which may be mentioned analysis by principles. The systems of analysis in use do not differ very materially from each other. The aim of each new author seems to be to slice the letters in such a way as not to infringe on some other copy-right.

To what extent analysis of letters is beneficial there may be differences of opinion. That it is of much less importance than it is usually thought to be, I am convinced, not only from the philosophy of methods of teaching, but from actual experience in its use in the schoolroom. The sooner teachers cease to make a hobby of analysis of letters the sooner we shall save time in making good penmen. It must be evident that *comparison* and *criticism* are much more important in giving correct conceptions of form.

But correct conceptions will never alone do the work. It takes incessant practice to make a penman. At first the letters are *drawn* and not *written*, and until one can write rapidly and well the work is not complete. A good hand with a little care can be retained and become more and more habitual.

Spelling properly defined is the power to arrange the proper letters in their proper order to form words. Letters are characters and appeal to the eye, therefore spelling is done with the hand and not with the tongue. Naming the letters which form a word is no more spelling than saying "walls, roof, floors" makes a house. The only object of what is commonly called "oral spelling" is an exercise in orthoepy—to produce correct syllabication and distinct articulation. The looks of a word sometimes determine whether it is correctly spelled, but this is not spelling but criticism of spelling already done.

The next thing to prove is that spelling is a matter of muscular habit and not of thought. For an illustration let us take the simple word *and*. No person who has any practice at all in writing, is conscious of any mental effort when he writes this word. His mind is occupied with the subject of the writing, and not the word written, and the word is written mechanically. But this is too simple an instance. *No one is a good speller, who cannot spell all words in ordinary composition, without conscious, mental effort.* All ready writers will bear me out in this assertion. The words must flow from the pen in a purely mechanical manner.

Now, if good spelling is but muscular habit, it is plain that there is but one way to acquire it, and that is by practice of the hand. It is only by writing and re-writing a word that we really learn to spell it. If I know that the letters k-a-l-e-i-d-o-s-c-o-p-e occur in the word kaleidoscope, but am conscious that they do when it occurs in composition, I practically do not know how to spell it.

As spelling is but a matter of habit of the fingers and not of the tonge, pupils should never be allowed to study the spelling lessons by repeating the letters of the words over and over again, but should be required to write them in like manner. A word misspelled at any time should be re-written many times in order to form the muscular habit in the right direction.

It may be asked, of what use are rules in spelling? They are useful as classifications of words according to letters, and as part of a scientific knowledge of the words of our language. If one really spells well, he spells unconsciously and without reference to rules.

I will close this subject, which deserves a more lengthy consideration by a more competent hand, by a general summary of the facts stated and points thought to have been made, as follows:

There is a peculiar control which the brain gains over the muscles, produced by repeated movements. This control is so perfect that the thinking portion of the brain is not necessarily conscious of any muscular action. This control comes under what Dr. Carpenter calls "unconscious action of the brain," and the muscular action may be appropriately called *muscular habit.*

Muscular habits may be acquired by any set of muscles, but considering the subject in its relation to education, only habits of the vocal organs and of the hand are to be considered.

Muscular habits may be beneficial or harmful depending on how they are used.

The tongue should be called upon to repeat by habit only such connected or closely allied facts as are not severed in their use, or such short combinations as the principal parts of strong verbs, the committing of which enables one to much more readily call them to mind. In either of the above classes the multiplication tables, and rhymes to aid memory, do not fall.

Writing and spelling in their perfection are performed almost entirely by muscular habit, and this fact must be kept constantly in mind both by the teacher and the learner, if perfection would be reached. "Oral spelling" does not aid a person to *spell* but to *pronounce*.

Whitewater Normal School. W. S JOHNSON.

AMERICAN EDUCATIONAL PUBLICATIONS BEFORE THE REVOLUTION.

BY PROFESSOR J. D. BUTLER, LL. D.

To make a complete list of the books published in any country is hard. If we attempt this task for a distant period and for regions so dissevered as the British American colonies before 1776, the task becomes ten times harder.

But it has been accomplished by the American Antiquarian Society of Worcester by dint of life-long labors. The catalogue thus drawn up fills three hundred and fifty-eight pages, and contains about eight thousand titles. Few volumes are more suggestive.

These book-annals enable us to take such a birds-eye view as was before impossible, of the entire intellectual field in colonial times. But now, thanks to the Antiquarian Society, we can easily pass in review the most prominent classes of pre-revolutionary works. In the present paper I will confine myself to noticing educational publications.

The titles on Education are less numerous than one would expect considering the zeal of the early Puritan that learning should not be buried in the graves of his fathers. But in the outset school manuals were imported, and pre-revolutionary publishers had little skill in the modern black art of manipulating teachers and school committees,

not to say legislatures, so as to secure annual changes and even revolutions in text-books. No doubt American school books,—like other works,—were sometimes printed abroad. Cheever's "Latin Accidence" was written before 1650, but the earliest known edition of it in America is dated 1767. But this edition was the tenth, and so some that preceded it were probably foreign. The earliest American help for Latin students seems to have been *Sententiae pueriles*, Boston 1702. In the same town Bailey's "Latin Exercises" had reached their fifth edition in 1720. Of other Latin helps the principal in Boston were Read's "Grammar," 1736, Malcom's, 1749; "Nomenclatura brevis," 1752; Otis's Prosody," 1760, "Introduction" 8th Ed. 1761, and Ross's "Grammar,"1770. In Philadelphia a "Latin Grammar," by Wettenhull was reprinted in 1773, and one of Greek by the same author in the same year and place. This is the earliest indication of an American font of Greek type except the single word *ευρηκα* in a work by Cotton Mather, 1703, the title *Βαπτιζμων διδαχη* in 1749, both in Boston, as well as an occasional Greek phrase in Edward's Original Sin, 1758, with a few Greek verses to George III at Harvard in 1761.

The first Arithmetic was Hodder, Boston, 1719, with a portrait of the author. But this was the twenty-fifth edition "with above a thousand faults amended by a servant of the author." Where and when the previous editions had been printed does not appear. Eleven years after came out in New York Venema's Arithmetica, in Dutch. The Dutch work was of ten pages, the English of two hundred and sixteen. Among other mathematical text-books—which were very few—was a trigonometry at Philadelphia in 1761. Ten years after Hodder, Greenwood's "Vulgar and decimal Arithmetick" puzzled Boston.

During the Rebellion one of our soldiers in Virginia found and presented to General Grant a pre-revolutionary school-book of unrivalled interest. It was a small octavo of 472 pages. It was inscribed at the beginning with the name of George Washington and the year 1732, in writing which showed that the boy of ten years old had already mastered the elements of that chirography which was for three score years to continue of unrivalled plainness. The book was by W. Mather and printed in London.

Its title was in part "*Young Man's Companion*, or Arithmetic and Surveying made easy. Directions to attain to read and to write true English.—A map of England,—observations for gardening," etc., etc. One of the most ancient educational helps was an "Epitome of English Orthography," Boston, 1697. But eleven catechisms had been previously published, and may have served as spelling books. In 1750, Boston boys saw the ninth edition of Dixon's "Art of spelling improved," but, as its preface is dated 1731, their fathers had also some of them conned it. In 1737, the New England Primer had been "enlarged for the more easy attaining the true reading of English." Twenty years later the "Youth's Instructor" was compiled from many sources. The first edition mentioned of "Dilworth" was in 1767, though according to the Historical Magazine one had appeared six years before, and 1769 saw the advent of the Universal Speller. "The New England Primer" I fail to discover in the Antiquarian list before 1775, though the Historical Magazine (vol. I p. 343) describes one in Boston in 1761.

If educational manuals were few in New England, they were almost unknown beyond its limits. Yet, in 1740, Philadelphia put forth a new and complete guide to the English tongue, "by an ingenious hand," and in 1756, Peter Pepin issued "proposals for a direct guide to French." This work, if printed, was the only provincial work to aid learners of French, except Blair's "Short and easy rules teaching the true pronunciation," Boston, 1720. It is to be feared that the accent taught, or at least that learned, savored of parishioners more than of Parisians.

In the matter of German, the grammar of Bachmeyer was reprinted at Philadelphia in 1765, and 1772. A better collection of American school-books than could now be gathered, had been made by Dr. Drake more than thirty years ago. It was appreciated no where but in the British Museum, where it now is. For furthering culture out of school, small works were furnished, as by New Jersey in 1762, the Sixth edition of "Ancourt on Politeness," by Boston in 1772, "The School of Manners," by New York, in 1775, "Chesterfield's Letters," by Philadelphia, in 1765, "Rousseau's Emilius and Sophia."

In Germany it is required that the light be admitted on one side only of the school-house, as better for the eyes.

SELECTED.

THE NAUGHTY GREEK GIRL.

BY PROF. J. B. L. SOULE.

Miss Alpha, though she led her class,
Was yet a most unlovely lass;
She had a little sister θ
And she would often bang and β
And push and pinch and pound and pelt her,
And many a heavy blow she δ;
So that the kitten, e'en, would μ,
When θ's sufferings she ν,

This Alpha was so bad to θ,
That every time she chanced to meet her,
She looked as though she longed to η;
And oft against the wall she jammed her
And oft she took a stick and λ;
And for the pain and tears she brought her
She pitied her not one ϵ;
But with a sly and wicked eye
Would only say, "Oh fiddle φ."

Then θ cried with a noisy clamor,
And ran and told her grief to γ,
And γ with a pitying ψ
Would give the little girl some π
And say, "Now darling mustn't χ."

Two Irish lads, of ruddy cheek,
Were living just across the creek—
Their names, o and ω,
The one was small, the other bigger;

For Alpha, so demure and *striking*,
ω took an ardent liking;
And Mike, when first he chanced to meet her,
Fell deep in love with little θ;
And oft at eve the boys would go
And on the pleasant water ρ.

So when the little, hapless θ
ν Alpha was about to β

She down upon the bank would ζ
And cry aloud, and shout like fun—
"Run, Mike! run Mikey! o!

MORAL.

Have you a sister? Do not treat her
As Alpha did her sister θ.

Carlinsville, Ill.

A TALE OF SCHOOL DISCIPLINE.

The academy at Copper Furnace had long been closed. It was an old two-story brick structure standing back from the street far enough to give the boys a good play-ground in front, and bore the marks of many a rude assault as though somewhat of a fortress. Learning in past days has been considered to be a good only attainable by long and severe labor; it was the product of toil and not of pleasure. The boys of the town seemed to take delight in dashing out the panes of glass in the two windows that faced the street, and in other ways rendering the academy unpresentable and uninhabitable. But the news flew round, one day, that a school was to be opened, after all. The new clergyman had procured a young man, a graduate of Williams College, to take charge of it, and the first of September was fixed upon for the opening day.

A fine physicial form was possessed by Philip Young. He was no ordinary man, that was easily to be seen. He possessed that individualized character that assured you that purposes were formed entire in his mind, and sprung out full fledged. He was a severe student, and soon had his pupils hard at work. Latin grammars were drawn from their recesses and Virgils purchased; the algebras and geometries were reopened.

Copper furnace had a new excitement. The chief man of the town, the owner, in fact, of the furnace, and President of the Board of Trustees of the academy, was the father of a rude and demoralized son of the age of sixteen. Peter Nickerson had refused to stay after school and get his neglected lesson! He had crawled, instead, out of the window and skulked off home. Here had told his mother that the master intended to keep him in until nine o'clock at night as he did Samuel Parish last week, and he could not stand it, he did not

feel well at all; and then having devoured a large piece of pie he went out to play ball until supper time. The news traveled quick around the town, that the master had been seen to go to "Nickerson's store," which served both as office and store, that he had a long interview with the proprietor, that he had come out of the store with a resolute yet pleased expression of countenance.

"Pete, you'll get a licking to-morrow," said the shrewd schoolmate, who had been drawing conclusions from the premises presented. "Your dad's told him to wollop you like thunder."

"How do you know," said Pete, whose face exhibited signs of fear that the news was true.

"'Cause the teacher came smiling as a basket of chips out of your father's store, and that means he told him to lay it on to you and make you learn your lessons."

"Like to see him do it."

"No you wouldn't, you'd cry like a baby."

Pete had no comfort in listening to the various suggestions and opinions offered by the knot of schoolmates on the village green, so he betook himself homeward, to rehearse the matter to his mother. At the supper table the elder Nickerson had only eaten one mouthful of hot biscuit when the mother began:

"Father, Peter says Mr. Young is going to whip him for leaving school to-night. He wasn't well and the lessons are too hard."

"Stuff and nonsense. He is lazy and wants to shirk. I've told Mr. Young to make him toe the mark, and I guess he will too. If he don't he shan't teach in that school another day."

From this decision there was no appeal, and so with a heavy heart Peter ascended the steps of the old academy the next morning.

The teacher had his anxieties and perplexities also. If he should do the wrong thing it would certainly injure his influence, and just what was the wise course he did not know. The oldfashioned idea of asserting authority, said, "After prayers call up that boy and flog him soundly, and end off by a sound lecture to the rest." The advice of instinctive tact, said, "Wait awhile, take him by surprise, keep yourself hidden from him in a mystery; do not let him feel you have any doubt of yourself or of his yielding; you may not need to punish with the rod at all; you can command him without it." The idea of

corporal punishment was distasteful enough to one who was so highly civilized as this young collegian. He delighted in science and knowledge, and the supremacy they give. He determined not to strike a blow if possible, bad as the elements were with which he had to deal.

The day passed off without any incident. There was a constant expectancy, but all saw that the teacher was not troubled, and therefore came to the conclusion that he knew his way and was in no perplexity about the first case of disobedience of orders. When the time came for dismissal at night, the culprit began to feel uneasy. The names were read of those who were to stay for "aid in their lessons," for "coming late," for "imperfect lessons," and finally "those who did not stay to pick up lessons yesterday." Then, Mr. Young called the pupils of the first class to stand, by ringing the bell, and then dismissed them. This plan he had drilled them up on during the forenoon, so that it was understood and well carried out; the classes passed in front of his desk in review. Next he called up the second class. Now in this class Peter Nickerson was enrolled, and, as expected, he rose with the rest hoping to escape observation. The teacher said nothing until the class in motion had brought Peter in front of his desk. He then called out "Halt." Then the line stopped.

"There is something wrong about this class; I cannot dismiss it until it is made right; face about; march to your seats.

The class having regained their seats, Mr. Young said: "I will try the class once more; if the error is not corrected I shall return the class to their seats, and dismiss the other classes."

The bell struck again, again the class arose, moved forward, and again with a displeased and stern voice were remanded to their seats. By this time the whole class knew that they were detained because Peter Nickerson was trying to repeat his yesterday's trick, and they scowled at him for bringing delay upon them. After a moment's pause the other classes were dismissed, and then the teacher said: "I will try this class again in a few minutes." Peter was not so dull but but he perceived he was rendering himself extremely disagreeable to his companions (whose good will at this juncture he coveted) by attempting to evade the command of the teacher. So, as the bell rung for their rising the third time he remained on his seat determined

to meet his fate like a man. A glance told this fact to the teacher; he said, "you are right now," and dismissed them from the room. After the silence of a few moments the teacher said, "those who have lessons to prepare may begin at once, so as to make their stay short."

Peter Nickerson recited his lesson with considerable readiness, and then the teacher in the presence of two or three of his best pupils kindly admonished him; told him he could do well; had talents; that he had not only lost time and opportunities by leaving as he had done the previous night, but that he lost the good opinion of his school-mates (this the teacher had found was a tender point), and, finally, that he would soon get the reputation of being a bad boy, which he knew at heart he did not intend to be.

This judicious treatment had a powerful affect upon Peter. He left the school-room respecting himself and his teacher.

Mr. Young then asked the pupils present to exert their personal influence upon the lad to interest him in the school. In the course of a few weeks he became an earnest and faithful scholar, and rose in life to a station of usefulness and honor.—*John R. Dennis, in N. Y. School Journal.*

EDUCATIONAL LESSONS FROM THE CENTENNIAL.

[We take the following from the report of S. H. White to the Illinois State Teachers' Association, printed in the recently issued Biennial Report of the Superintendent of Public Instruction of that State. Prof. White had charge of the Illinois Educational Exhibit at Philadelphia, and is a man whose opinions are valuable.—EDS.]

What are the lessons we may gain from the occasion?

1. There is need of greater permanancy in the plan and means by which our work is carried on. The policy which leads to success in any commercial enterprise will apply just as forcibly in educational work. Careful management under competent and permanent direction has built up the great business establishments of the country. If our educational progress shall keep pace with the growth of our industrial interests, or with the intellectual advancement of other nations, it must be managed as well. When the czar of Russia, in his plans for developing the wealth and power of his country and educating his people, finds a man fitted for a certain work, he puts

him at it, and keeps him there. As a result there was in the Russian department of the exhibition an array of material for illustration in teaching almost every branch of knowledge which prophesies a future progress for that nation such as we can hardly conceive.

The instruction in some of the higher institutions is even now equal to that of the best schools of their kind in this or any other country. Already the Massachusetts Institute of Technology has introduced her methods in some of its departments, and other schools are contemplating similar action; and all this is mainly the result of one man's labor in giving shape to her educational work. So with other European countries. Their system is permanent and progressive, their administration is fixed and their teachers are teachers for life.

In visiting the educational exhibit of Ontario—a display which found, from its peculiar character, but little competition from our own states—one met men who have been connected for years with the control of her system of schools, men who were at the outset selected because they were fit for their positions, men who make their plans for work and then work to carry them out. They are never detained from a course which they are certain would be for the advancement of education for fear that it would excite the prejudice of enough voters to control the next nominating caucus or political election, and that then the people would retire them from office and so their plans be overturned and work destroyed.

On my return from Philadelphia, I had the pleasure to meet, in Toronto, the teachers of the province, in their annual meeting, and an opportunity to learn something of the workings of their system. They informed me that some of its most valuable features, when introduced a few years since, encountered the prejudice of large numbers of the people, and even the teachers themselves. This feeling has gradually died away, and now all acknowledge the wisdom of the regulations.

I do not wish to be understood as commending all the features of their system. But this one of greater permanance of administration, and its independence of the party feeling that prevails at popular elections, might, it seems to me, be profitably adopted by us.

But we need not go outside our own country to learn the same lesson. There was not a single State exhibit which was more extensively

visited, more widely commended, and which brought more credit to the American idea of education than that of Pennsylvania. As an expose of the workings of all the educational agencies of a State, both public and private, advanced and elementary, reformatory and charitable, and of the aids used in producing educational results, it went far to show how grand the educational feature of the exposition would have been, had it received its proper deserts at the outset, and been carried out according to a well digested plan.

The favorable circumstances under which this exhibit was prepared made all this possible, but it could not have been done even then, had the State of Pennsylvania been in the habit of changing her State Suprintendent every two or even every four years. The enlistment of all the forces which were tributary to that exhibit could be done only by a man familiar with his resources, and who knew how to call them into action.

Such a knowledge comes only by long acquaintance with the whole situation.

And he would not have been able to present those splendid results had the fitness of his host of subordinate officers for their positions been determined by the deliberations of a political caucus.

Let us ask that our educational work be lifted above such associations, and that it be treated with that consideration which its importance demands. Education knows no party, and violence is done it when it is dragged into the arena of political strife. Upon it depends the progress and the very life of the State, and it is entitled to better treatment from her than to be made the football of party strife at the polls.

A teacher who furnishes that regular and constant occupation which commands the attention of all the pupils during the several exercises of the day, thereby gives the best assurance of ability to manage a school successfully. Indeed, the secret of maintaining good discipline chiefly lies in this. Hence the *manner of teaching* becomes an important element of good management as well as good instruction; for it is this which chiefly determines the order of the class. Furthermore, habits of learning are acquired from the prevailing methods of teaching.

To learn how to manage a class or school, so that all the pupils may have constant occupation, and may give an interested attention to all the exercises, should be the aim of every teacher. Proper changes in the manner of presenting the different lessons upon the same subject, and even changes in the manner of conducting the exercise of a single lesson will be useful to the teacher toward the attainment of this aim.

In a class composed of young children, frequent alternations from answers by individual pupils to responses by the entire class will aid in maintaining the attention of the pupils. Great care, however, will be necessary, on the part of the teacher, to prevent the pupils, while speaking in concert, from using sing-song tones. This may be prevented by requiring them always to use the falling inflection in answers by the entire class, and by never allowing them to repeat the answer, or statement, without a request from the teacher, *made after each response* by the class.

A COMPARISON WITH A MORAL.

[The following is from the last annual report of the State Superintendent. We wish some one would answer the queries in the penultimate paragraph.—EDS.]

The last annual report of the United States Commissioner of Education gives twenty-six states as having an income from a state school tax. Among these are the following:

California, with an income of	$1,031,531
Connecticut, do	202,119
Illinois, do	1,000,000
Indiana, do	1,577,533
Kansas, do	121,506
Kentucky, do	870,150
Maine, do	274,570
Michigan, do	508,183
Nebraska, do	164,389
New Jersey, do	1,298,579
New York, do	2,711,935
Ohio, do	1,560,396
Oregon, do	30,273
Pennsylvania, annual appropriation of	1,000,000
Rhode Island, do	90,000

Besides her state tax, New Jersey makes an annual appropriation of $100,000 for the same purpose.

The following table has a significant bearing on the question. It

shows that the schools of our state cost much less than those of some others. If they are equally as good, Wisconsin ought to be the educational Mecca for the entire country. If they are not as good, some increased cost to make them so ought to find few opponents.

STATES.	Yearly expenditure per capita of school population.	STATES.	Yearly expenditure per capita of pupils enrolled in schools.
Massachusetts	$22 00	Massachusetts	$20 00
Connecticut	11 80	Rhode Island	12 96
Rhode Island	9 37	Connecticut	12 92
Ohio	7 76	Michigan	11 97
Illinois	7 71	Illinois	10 77
Vermont	7 04	Ohio	10 57
Iowa	6 75	Iowa	9 38
Michigan	6 67	Minnesota	9 29
Minnesota	5 74	Vermont	8 89
Wisconsin	3 64	Wisconsin	6 05

With the exception of Kansas, which pays 12 cents less for each pupil enrolled, *Wisconsin ranks next to the Southern States* in the comparative cost of her school system. Has she alone found out the cheap and excellent way? Is this greatly to her credit, or greatly to her discredit? Or is the report of the Commissioner of Education unreliable? If our schools are as good as those of Michigan, at about one- half the cost, Michigan ought to know it. If they are only half as good, Wisconsin ought to know it.

To the inadequacy of the school fund as a substantial basis for our state educational system; to the fact that this fund has practically reached its maximum amount, and that the per capita sum distributed must hereafter grow less as our population increases; and to the wisdom of supplementing the scanty income of this fund by a general state tax of at least one mill per dollar, whose proceeds shall be distributed on some basis of results, in attendance, etc., I therefore again invite general and earnest attention.

There was before the legislature of Michigan a bill to provide for a [state] uniformity of text-books in primary and graded schools. That proposition, if it had carried, would have reduced the sales of Don Quixote.—*Nat. Teachers' Monthly.*

GOOD THOUGHTS.

[Selected by the N. E. Jour. Education.]

The best teacher at the highest price is infinitely more valuable than the poor teacher at any price. If the public school ever becomes a burden too heavy to be borne, it will not be on account of high salaries, because public opinion and competition will keep them within bounds; but they may become a burden by mismanagement in organization and the administration of the system. One of the remedies for the reduction of expenses lies in effective, thorough, and vigilant supervision.—*Robt. W. Stevenson, Columbus, Ohio.*

The teacher that governs a school best is one that talks in subdued tones, and makes but little fuss about it. The teacher's voice should be just loud enough to be easily heard *when everything is quiet and in order, and no louder.* Pupils should be required to recite in a tone of voice sufficiently loud to be distinctly heard by the teacher and class, but no louder. It is too often the case that loudness is mistaken for clearness of enunciation and distinctness of pronunciation. Children should be required to speak distinctly, and to make all hear who are expected to listen; but they should not be allowed to *bawl.—California Teacher.*

The first reform which the friends of education ought to desire to see realized in the United States, is the abandonment of a system which places the appointment of a teacher in the hands of men whose offical career lasts only three years, and who are influenced, in spite of themselves, by the very circumstances to which they owe their election. The teacher should be chosen for his merit, proved by diplomas and serious examinations; he should feel sure of preserving his position as long as he remains worthy thereof; his salary should secure him a modest comfort, with the knowledge that after twenty-five years of loyal service, he can count upon an old age not exposed to misery. As long as the United States do not assure to teachers impartiality of nomination and promotion, permanence of functions, and security for the future, they will, too often, have only inferior or mediocre teachers; and, in spite of the most flattering programmes, popular instruction will remain, in many districts, quite insufficient.—*Dr. Saffray (French writer).*

We are glad to know that the public sentiment to-day is demandmanding of teachers an example in favor of temperance, and the day is not far distant when total abstinence from strong drink and tobacco will form an essential qualification for teachers in our public schools and colleges. Supposing, then, the teacher to be favorable to our cause, how can we promote it in his school? We answer that in the first place he must supply the absence of instruction in our textbooks, by explaining to his pupils the nature and effects of intoxicating liquors. Let him use every opportunity, and they will be many and frequent, of impressing on the minds of the children the shame and sin of drunkenness. By verbal description and earnest exhortation, by appeals to God's Word and actual facts about them, lead them to see that it is not the light matter the world would have them believe, and only one to be laughed at; but that it is a sin against one's self, against all about us.—*Temperance Union.*

Thsre is no occupation in life that should and does require greater study and care, than that of teaching. There is no calling that has in it more drudgery and hard work than that of teaching, and we know of no one who should be more encouraged than the conscientious teacher. It is not alone the mere work and drudgery of the occupation that should be considered, but the effect the teacher will have upon the scholar. The children who attend our schools are phastic, impressible, and form habits and opinions which they will carry during their lives Let a teacher be careless and negligent, allowing the scholars to get along in a way that will cause the least trouble, and the scholars will naturally acquire habits of carelessness and negligence; while a teacher who is the opposite in these respects will inculcate habits of carefullness, thoroughness and perseverance that are priceless. Good teachers become such by hard work. They spend years in fitting themselves for their occupation, and when they have finished their course of preparation, they demand, and should receive a reasonable recompense for their services.—*The Record and Union.*

School discipline is a complex idea. It may be defined to be that power of control which produces and sustains order. If this definition is comprehensive, we shall find within it all the parts we seek.—*N. Y. School Journal.*

OFFICIAL DEPARTMENT.

OPINIONS.

NEW DISTRICT—ALTERATIONS—NUMBERING.

Q. Is a new district, which has not yet had a school, to report?

A. It is proper to report such facts as there are to report.

Q. Can the legislature take away territory from a school-district which is in debt for a loan, and thus cripple its power to pay it? Must we pay it alone?

A. The legislature has an inherent power to form and alter districts. It is not restrained from altering a district because it is in debt, and if it makes no provision that the district which receives the territory shall pay a portion of the debt, it must all be paid by the other district.

Q. If an alteration of a district which took out the director is set aside, on appeal, is the director re-instated?

A. Yes, all things are restored as they were.

Q. By reason of various changes made, we have two joint districts numbered 7. How can the numbering be altered?

A. Let the town boards by resolution, declare that a certain one of the districts (designating it) heretofore known as No. 7, shall hereafter be known as No.——, and let the town clerks record the resolution and alter the maps accordingly.

ELIGIBILITY TO OFFICE.

Q. Can a man hold office in one district his family residing in another?

A. If his family live "at home," he can hold office only in that district. His temporary sojourn in another district gives him no residence there or right to hold office.

Q. Can a man be elected county superintendent who has moved into the state but has not resided therein one year?

A. He is not an elector, and under the decision of the Supreme Court (19 Wis., 497), he cannot be elected to office.

Q. Can a woman who has resided in this state but one month be elected county superintendent?

A. The law declares a *woman* to be eligible, if 21 years of age, and simply "residing in the district within which the duties of the office are to be performed." (Chap. 120, 1875—Code of 1877, p. 41.)

THE BOARD AND ITS MEMBERS.

Q. Is the board absolutely bound by the vote of the district as to the sex of the teacher?

A. Yes, the board is bound. If the board deems it unwise, or cannot find a suitable teacher of the sex voted, a special meeting may be called.

Q. Can the board insure the school-house, paint it, and get out the stumps in the yard without a vote of the district?

A. It is better that expenditures of this nature should first be authorized. The board is to see that the school-house is in proper repair and condition for the school. The law does not say more than this.

Q. If a board buys some school-books and the district refuses to pay for them, is the board bound for payment?

A. The district is not liable, if it had not authorized the board to buy them; probably the board will have to pay for them.

Q. Can the district alone make purchases and get work done without any meeting or action of the board?

A. He cannot, legally.

Q. Is any one member of the board its chief executive officer more than another; if so, which?

A. The law does not provide for this; in a few things the director is to act, and in common estimation he is perhaps regarded as the foremost member. Otherwise, he has no precedence.

Q. By mistake, a clerk was elected when there was no vacancy, and the old clerk turned over the books, etc. Can the new incumbent hold the office?

A. The election would be set aside as void; the new clerk is not entitled to the office; but he has possession, under color of right, and if he won't give up, a *quo warranto* probably is necessary to dispossess him.

Q. How shall obstinate and careless clerks be made to attend to their duties?

A. An appeal to their public spirit; compensation for their services;

intimations that continued neglect of duty will result in removal. are among the means to be used.

FREE HIGH-SCHOOLS.

Q. In case the town treasurer becomes treasurer for the high school board under section 6, must there still be three members of the board elected, as provided in section 4?

A. So the law seems to require, and the treasurer, in that case, is merely treasurer, not a member; as the state treasurer is treasurer for the normal board.

Q. This district embraces an incorporated village and some territory beside; should the call to organize a free high-school be made by the district or village clerk?

A. It is better for the district to establish the school, and the district clerk will issue the call, in that case.

Q. If money has already been raised sufficient to pay the teacher of the high-school, is it necessary to vote again on the subject, if the school is made a "free high-school?"

A. It is not; the money voted for high-school purposes may still be used for those purposes, under the new plan.

Q. Can scholars who did not pass the requisite examination attend the free high-school?

A. Such scholars may, if necessary, sit in the room, and recite to the teacher; but they are not to be reported as *high*-school scholars, and the time devoted to them should be deducted in determining the "cost of instruction" in the high-school proper.

Q. Can the principal of a free high-school be superintendent of the lower grades?

A. There is no objection to this, but the time spent in this work must be deducted. (See previous question and answer.)

JOURNAL OF EDUCATION.

Q. If the clerk signs for the Journal, and the district refuses to allow the account, what can be done.

A. The district is liable for the subscription price in a suit.

Q. Is it right for you to charge the district $1.50, if the subscription is not paid till the end of the year?

A. All subscribers are treated alike. The clerk can advance the

money, and the reading of the JOURNAL we think may be fairly considered as an equivalent.

MISCELLANEOUS.

Q. We voted to have our annual meeting hereafter on the 1st Monday in August; will it be legal?

A. No legal annual meeting can be held, except as provided by law, viz.: on the last Monday in September, the last Monday in August (if it is so voted and the vote filed in the town clerk's office), and for districts with graded schools, the second Wednesday in July.

Q. We held our annual meeting July 9, adjourned to 23, and at that time elected a clerk; was the election legal?

A. It was not; the power to elect continues only for 10 days.

Q. I, as clerk, buy books out of my own funds, and through the teacher, sell them to the pupils at cost, transportation and postage added; am I violating the law?

A. Technically you appear to be. Let the district at its annual meeting authorize the board to buy, then you will be all right.

Q. Can a person who is quite deaf be employed as a teacher?

A. The defect is not exactly a legal disqualification, but such a person should not be employed unless some extraordinary circumstances, or his extraordinary abilities otherwise, are such as to justify it.

Q. Can the salary of the county superintendent be paid out of the county school fund, there being no other provision made for it?

A. This would not be legal. The county board *must* make provision for the salary voted.

Q. Do certificates given near the close of a superintendent's term continue in force afterwards?

A. Certainly; change of incumbent makes no difference. A new superintendent *may* possibly require re-examinations, under section 105, if he distrust the work of his predecessor, but we suppose this is seldom done.

Q. Shall a town clerk refuse to file a verified copy of the decision of an appeal because the name of the state superintendent is not copied?

A. It would be reasonable to regard the omission as a mere clerical error. The copy should be filed, as directed, and notice given of the omission.

Q. If a teacher attends an Institute with the consent of the board does he lose his time?

A. Not if the attendance is in accordance with the provisions of chapter 157, general laws 1869. (See School Code of '77, p. 69.)

CORRESPONDENCE.

The following questions have been sent to us. The subject is open to our critical readers:

In § 44 of the principles of pronunciation in Webster's Great Dictionary the rule is given that the letter "a" constituting or terminating an unaccented syllable should be sounded "ȧ". In the body of the dictionary "a" is marked correspondingly where it occurs at the end of words, but rarely or never in any unaccented syllable not at the end; for instance in "apocrypha, banana, cassava, farina, malaria, saliva, sarsaparilla, vanilla; about, alike, lava, tufa. Does the book thereby leave it to the choice of the speaker, how to sound the letter when not marked? It gives as exceptions (1) the cases where "a" immediately precedes another vowel, as in "chaotic." Are not similar exceptions admissible when "a" unaccented comes near the sound of "ā" or "ē," as in "capable, salable, capacious, explanation, separate?" (2) It gives as exceptions the terminations "ary, any." Do not also words ending in "able, acy, gamy, grapher, graphy, machy, mathy, parous, pathy," and the prefixes "ana, cata, contra, dia, extra, meta, para, supra, ultra," form exceptions? Usage seems at least to favor the pronunciations, "tolerĕble, democrĕcy, geogrĕphy" of the words "tolerable, democracy, geography," and similarly it is with similar words. There will be difficulty in eradicating the pronunciations "comparĕtive, superlĕtive, indicĕtive, nominĕtive."

What is the correct pronunciation of "argument, argumentation, and argumentative," which words are not marked alike in the academic and the unabridged editions of Webster's Dictionary? "Inmate, in the academic dictionary, is marked "in'nate" or "innāte." How is the former to be understood, as "in'net" or as "in'nāte?" How "con'nate, (compare, in the academic dictionary, "in'grate, in'mate." How is "accompanying" to be accented?

The same correspondent writes: On p. 282 of the JOURNAL for June, we read that Mars will be near the earth in September. Will somebody be so kind as to state how that planet may be recognized.

[Mars may easily be distinguished at this time (Sept. 15) as a brilliant object, on the eastern horizon soon after sunset, Venus being on the western horizon, and Jupiter in the south; which with Saturn also visible, not far from Mars, make up a rare display of planetary splendors.—EDS]

In the July number of JOURNAL A. S. says that the "new theorem" is not new, but is given among the problems in Loomis. That statement I think is incorrect. The proposition which has the most resemblance to it is the 4th (d) page 130, but that only applies to a right-angled triangle while the theorem in question says *any* triangle.

Plymouth, July 31. W. J. BRIER.

A, B, and C went to market with eggs; A had 10; B. had 30, and C had 50; they sold their eggs at the same rate; after counting their money, they found that they each had received the same amount—how is this possible? F. Z. RONDON.

The following problem is submitted by a correspondent, between whom and others a difference of opinion exists as to its proper solution:

July 15, 1877, Messrs. A. B. & C., of the town of Iola, purchase of the Pitts Manufacturing Co., a threshing machine for $540, the first payment to be made Dec. 15, 1878; 2d, Dec. 15, 1878; 3d, Dec. 15, 1879. Equal payments or equal installments at 10 per cent. interest. I worked it by Geometrical Progression and found that $205.625 at each of the three payments would cancel the debt lacking five mills. It is claimed $205.50 will do it. I claim that they will be owing the Co. 42 cents, at the time of the last payment. Here is my proof

$540,	1st Principal
22 50	Interest for five months
562.50	
205.625	1st payment
356.875	2d principal
35.687	Interest one year
392.562	
205.625	2d payment
186.937	
18.699	Interest one year
205.630	
205.625	3d payment

.005 still due, but we claim that will do for practice.

Iola, Wis. MRS. MARY J. HATCH.

EDITORIAL.

THE THREE ESSENTIALS.

Notwithstanding all that has been said in favor of other subjects, the three *essentials* lying at the foundation of school training are reading, writing and arithmetic. Geography, formal grammar, orthoepy, history, music, drawing, are all comparatively mere accomplishments. They are exceedingly desirable, at the proper time, but they are not the essential weapons with which the modern boy is to be equipped for the battle of life. And the greatest of the "three R's" is Reading. It is the key to all knowledge. It is the very atmosphere in which intelligence thrives. It is the purest and most unfailing source of recreation open to man. It is unmistakably all these and more.

Do our schools assign to reading the prominent place it deserves in their curriculum and do they teach it rationally and successfully? To this question we profoundly fear an affirmative answer cannot truthfully be given. Thousands of pupils leave the school without carrying with them either a taste for reading or the ability to read with ease. This is a sad and undeniable fact.

The cause of it we believe is not difficult to find. There is *too little actual reading*

done by the pupils both in and out of the schools. There is too much time spent in the effort to teach the niceties of pronunciation, inflection, emphasis, tone, etc., matters both comparatively unessential and largely beyond the grasp of the primary and intermediate pupil. What that pupil chiefly needs is the ability to call words at sight and to comprehend as readily their meaning. This ability, like the ability to swim easily, comes only from much practice. It will come very slowly, and will never come in satisfactory degree during the average period of school attendance, if the pupil reads at each exercise only a single sentence or paragraph, and out of school gives little or no attention to practice.

It should be the aim of the teacher to secure from his pupils the largest practicable amount of actual reading. To this end we recommend:

(1.) That the pupils be encouraged and required to read carefully the whole of the assigned lesson before coming to the class.

(2.) That at every exercise the previous lesson be first read by the class, with as little interruption by the teacher as may be.

(3.) That the advance lesson be as long as it can be consistently with its full comprehension by the class, and the time assigned for the exercise.

(4.) That in every way pupils be encouraged to read at home not merely their school readers, but other entertaining matter, designated by the teacher, that may be accessible. If nothing suitable is accessible then let teacher and pupils make a special effort to procure it. Get up a club for the "Nursery," "St. Nicholas," "Wide Awake," "The Monthly Reader," and, in addition to this, start if possible a school library with a few well selected juvenile books. Urge parents to take for their children the monthlies named. The child that has such things at home will make thrice the intellectual progress achieved without them. Preach to parents that the school cannot do everything for their children, that wise home training is as much needed as wise school training, that the two ought to be concurrent, the one aiding and supplementing the other.

These ideas have often been set forth in the JOURNAL and in the public addresses of the State Superintendent. We are more than ever impressed with their truth. And what we have said in regard to reading is almost equally applicable to writing and ciphering. In the latter there is far too little well directed *practice* and too much analyzing and philosophizing.

We have been freshly led to this train of editorial thought by some paragraphs that have lately fallen under our notice and which we reproduce and heartily commend to the sober reflection of the teachers and superintendents of Wisconsin. In a "Report from Mr. Andrews, Minister Resident of the United States at Stockholm on Pauperism, and Poor Laws in Sweden and Norway," a pamphlet recently reprinted in London from "Foreign Relations of the United States," 1876, we find the following:

"So, also, education supplies sources of rational recreation that may be expected to supplant the gaming table and the drinking-saloon. Working men crave some sort of diversion, and in these countries they seek it to a dangerous extent in strong drink and to a serious extent in gambling.

"Intellectual pleasures are, of course, more safe and economical than the pleasures of the cup, and when they can be substituted for the latter there is almost a certainty

that the party concerned is on the road to competency instead of the poor-house. But to what extent must education be carried, in order that it shall conduce to intellectual pleasure? Clearly to that extent that one can enjoy reading good authors. It must go beyond the bare capacity to read, and at least to the extent of reading with ease. If a person has, in childhood, attended school, yet made no further progress than barely to read, his reading will be no pleasure to him; it will be a task that he will avoid, and he will seek recreation from some other source than from books."

Says Ex-President Hill in an article recently published in the *Boston Advertiser*:

"Reading, writing, and ciphering are the three fundamental arts, which every person can learn and ought to learn, and which ought to be taught in our primary schools. But for forty years past the schools have been neglecting these arts more and more, and substituting in their place studies which properly belong to the high-school, namely: orthography, orthoepy, calligraphy, analysis, and theory of numbers. Instead of learning to read, write and cipher, the child learns to jabber bad metaphysics about rhetoric and numbers. What is needed in the common schools now is a reformation so complete that it might almost be deemed a revolution. The school authorities need to see that logical drill belongs only to the later period of school life; that the attempts to teach children in the primary school to understand the reason of every step, is terribly injurious every way. It is grasping at a shadow and losing the substance. It is this false method of teaching which has made our modern school so inefficient for practical ends, making a premature and ineffectual logical gymnastic take the place of a familiarity with the processes of arithmetic."

OBITUARY.

A few evenings ago we were startled by the telegraphic announcement of the sudden and tragic death of one of the ablest and best known among Wisconsin educators, Prof. O. R. Smith, of Sparta. Prof. Smith was conducting an Institute at Black River Falls, and had successfully completed the labors of the first week. On Saturday, August 25th in company with three friends from that city, he had gone some twenty miles northward into the country to enjoy a day's recreation in hunting. About 4 o'clock in the afternoon, as the four gentlemen were on the highway, Mr. Smith and one friend with a team driving in advance, and the others riding some distance in the rear, one of the guns which were in care of the Professor was accidentally discharged, its entire load of shot passing diagonally through the centre of his right thigh, completely shattering the bone. Simultaneous with the discharge he fell out of the wagon. Precisely how the accident occurred will never be known, but it is conjectured that the gun was partially thrown out by a sudden jolt, and that the hammer struck upon the left front wheel. His companions can testify to little more than the facts here given, so sudden and instantaneous was the event.

With a nervous system shocked by the terrible wound and the fall, without medical aid for several hours, and without surgical aid at all, it is not surprising that even a remarkably vigorous physical organization could not endure the strain, and that at the end of thirty hours death came to the relief of the sufferer. The end was at 10 o'clock

Sunday night, August 26th, 1877, in a humble house near the scene of the accident to which he had been carried and where he received the unremitting attention of the friends who were with him.

O. R. Smith had filled many responsible educational and other positions in the state He was at different times Principal at Geneva, Superintendent of Walworth county, Principal and Superintendent at Janesville, and lastly, for some six years, at the head of the schools of Sparta. He was, during one session of the Legislature, Chief Clerk of the Senate, and was also for a time connected in an editorial capacity with the *Milwaukee Sentinel*. Last year he was an official visitor to the State University. In whatever he did he manifested conspicuous ability. He was intellectually, as physically, a strong man.

It is not in our power to give any extended biographical notice or analysis of his life and character. This will probably be done by the pen of another. With the above facts we simply record our profound sorrow at his tragical death. He had in a large measure our confidence and esteem, and the memory of his friendship will ever be cherished by us. The more intimately we knew him the stronger became our regard for him as a man, and the higher our opinion of his power as an educator.

Another sad event is the death by drowning, August 18, of MOSES STRONG, Assistant State Geologist, and son of Hon. MOSES M. STRONG, of Mineral Point. He had just returned to the field from a visit to his family in Madison and from some work upon his part of the forthcoming first volume of the Geological Report, and was completing his share of the field-work, in the valley of the Chippewa. Descending some rapids in the Flambeau river, his canoe upset, and though not endangered himself by the accident, he lost his life in a magnanimous attempt to aid a companion who could not swim.

A young man of superior intellect, of fine education—completed at Yale and in Germany, of rare attainments and of brilliant promise, his sudden death is a crushing blow not only to family and kindred but to all who intimately knew him, and is keenly felt by Prof. CHAMBERLIN, the State Geologist. His memory will be preserved in his valuable contribution to the Report of the Geological Survey, in the prosecution of which he had rendered most important service, but especially in the hearts of those who knew him well.

NEW PUBLICATIONS.

AMERICAN HISTORY FOR SCHOOLS. BY G. QUACKENBOS, LL. D., New York, D. Appleton & Co.

This is a freshly written school history, intermediate between the veteran author's Elementary and larger histories of the United States, and if a condensed, continuous narrative, and a vivid, graphic and interesting style make a book acceptable to the young, this manual must meet with great success. For teachers who have no well defined plan

for teaching history, which is true we fear of most teachers in our common schools, good helps will be found in this book, in the way of reviews, and bird's-eye views of contemporaneous events. It is very handsomely printed and bound, and the illustrations are really beautiful.

THE DOMESTIC MONTHLY. The September number of this magazine is especially complete in that variety of fresh and useful information concerning every department of fashion which is demanded by readers of fashion journals. The literary contents also are excellent, and consist of a continuation of Mary Cecil Hay's charming novel, "Her Three Lovers," a number of fine poems, several entertaining short stories, and the first of a series of articles on floriculture, entitled "Flower Talks," by Eben E. Rexford. The miscellany, excellent receipts and useful hints on domestic economy in the household department, the book reviews, etc., afford a variety of interesting and instructive reading. The Domestic Monthly is published by Blake & Company, 849 Broadway, New York, at $1.50 per year. Specimen copies, 15 cents.

The article by Hon. D. A. Wells in the September ATLANTIC is one of the most important essays ever written by this publicist. It treats of Property, Titles, and Debts, and of the question of their taxability; and assails the monstrous abuse of power by which the same property is frequently taxed in two States. The short stories of the Atlantic this year have all been remarkably striking for certain qualities that distinguish them from the tales of other magazines, and but for the high standard maintained by the Atlantic in these matters, Mrs. Rose Terry Cooke's story in the July number would have been a literary event; and now in the September number appears another story of equal power. It is a painful but a terribly faithful study of the life and career of a girl committed in childhood to the tender mercies of the Reform School. The "Child of the State" reads like fact. It is too sad *not* to be true.

THE PHILOSOPHY OF SCHOOL DISCIPLINE is the title of a paper read before the New York State Teachers' Association, in July last, by John Kennedy, of Buffalo, and now published in pamphlet form, by Davis, Bardeen & Co., Syracuse. It is something more than a commonplace presentation of the subject, and it will repay any thoughtful teacher who can comprehend and apply principles in school discipline, as well as adopt and enforce arbitrary rules, to send 15 cents and get it.

RAY'S NEW ARITHMETICS, the Primary, Intellectual and Practical, are now ready, in a neat dress, strongly bound and clearly and beautifully printed. They are up to the times in methods and in applications to business, and form a complete and admirable series for common schools. Published by Van Antwerp, Bragg & Co., (late Wilson, Hinkle & Co.), Cincinnati. H. H. Boyce, Milwaukee, is agent for Wisconsin. In ordering these books, ask for the new edition, unless the old one is wanted.

SORRENTO AND INLAID WORK; by ARTHUR HOPE. JANSEN, MCCLURG & Co., Chicago. Price $1 50.

The object of this book is to furnish a manual for all who are interested in scroll sawing and carving, both beginners and experts, and with this view the author has treated of every branch of the subject. It is illustrated with full page designs, many of them

the choicest silhouettes, which if bought at retail would amount to more than the price of the book. We do not see how anything better could well be prepared. It is remarkably explicit, and yet remarkably full in explaining and describing the very things the amateur worker most wishes to know, and being himself an enthusiast Mr. Hope can have little difficulty in awakening a corresponding interest in others. The chapter on overlaying and inlaying are the best we have ever seen on the subjects, and contain instructions to be found in no other form. Altogether the book is a gem, and no amateur can afford to be without it.

NOTES.

Can any one furnish us any or all of the first six numbers of the JOURNAL for 1871—January to June? (Vol. I, present series).

Mr. THOS. CHARLES, 117-119, State St., Chicago, is an agent for the introduction of Harper and Brothers, Educational Publications.

Dr. De Boque, clerk of the school board at Glenbeulah, Sheboygan county, sends us a neat announcement of the opening of a free high school, under the law.

Harper's School Geography has been introduced into the public schools of St. Louis. The edition containing Special Geography for Michigan and Wisconsin is ready.

We have received the Tenth Annual Catalogue of the Rochester Seminary, (Racine county), which shows an attendance of 89 pupils the last academic year. The institution is doing a good work, we judge, as a higher school for the surrounding community.

St. Paul, Winona, and other cities of Minnesota, have made arrangements with publishers, whereby text-books are furnished to pupils at low wholesale rates, thus solving the text-book question for themselves, like sensible communities.

The close of the school year happened in the midst of the controversy at La Crosse. The pupils of the High School, warmly espousing the cause of their principal, Prof. Reynolds, presented to him, at the close of the graduating exercises, in token of their esteem, a beautiful gold watch, valued at $125.

Prof. W. G. Richardson, Latinist in Central University, Richmond, Kentucky, read a report at the recent meeting of the National Teachers' Association, on "Latin Pronunciation in American Colleges" which is soon to be issued by the National Bureau of Education. It is devoutly to be hoped that it will do something toward settling that vexed question.

We acknowledge the receipt from President Parker, of a very neat Register of the River Falls Normal School, for the first two years, showing an aggregate total attendance of 496—270 being normal and preparatory pupils, 118 of whom were from Pierce county. The school is proving a great blessing, we opine, to the St. Croix Valley and adjacent parts of the state.

Supt. Bright, Waupaca county, is urging his teachers to form a county Library Association, a project greatly to be commended. He proposes that there be two libraries, one at Waupaca, and one at New London. We hope the plan may be successful. We believe it has proved so in Richland county. Mr. Bright also urges his teachers to read constantly at least one good newspaper and magazine.

The first State Institute, provided for by the new Institute Law of Michigan, was held at Lansing, the Capital, commencing at 2 P. M., Monday, August 20, 1877, and continuing five days. Hon. John Hancock, Superintendent of Schools, Dayton, Ohio; President E. C. Hewett, of Normal University, Normal, Ill.; Prof. Robert Graham, of this State; and Prof. Jonathan Piper of Chicago were engaged to give Instruction in the Institute.

Isaac Taylor, the author of "Words and Places," is at work upon a "History of the Alphabet," which will be published by Messrs. Macmillan & Co.

Several changes from last year are to be noted in the faculties of the State Normal Schools, chiefly, however, at Plattville and Whitewater, where the teaching forces for the coming year are now completely organized as follows:

PLATTEVILLE.

Elwin A Charlton, A. M., President, Mental and Moral Science.

Duncan McGregor, A. M., Theory and Practice of Teaching, and Conductor of Institutes.

George Beck, M. S., Natural Sciences.

D. E. Gardner, Mathematics and Vocal Music.

Albert J. Volland, A. B., Latin and Greek.

Emily M. B. Felt, English Language and Literature.

Emeline Curtis, Geography and History.

Chas. H. Nye, Director of Training Department and Principal of Grammar Grade

Ella C. Aspinwall, Assistant in Grammar Grade.

Jennie S. Cook, Assistant in Grammar Grade.

Anna Porter, Teacher and Critic, Intermediate Grade.

Mary Brayman, Teacher and Critic, Primary Grade.

Of the new teachers, Mr. Volland is a graduate of the University of Michigan, where during the past year he pursued a post-graduate course. Miss Aspinwall is a graduate of Platteville and has for two or three years past been principal of the "University Ward School," in the city of Madison. The antecedents of Miss Felt, who has just been appointed, we have not yet learned. Upon Mr. Nye are imposed the new duties of Director of the Training Department.

WHITEWATER.

W. F. Phelps, A. M., President, Mental and Moral Science, and Pedagogics.

S. S. Rockwood, A. M., Mathematics.

Albert Salisbury, A. M., History and Political Economy; Conductor of Institutes.

Geo. R. Kleeberger, Ph. B, Natural Science.

Miss Margret M. Thomas, English Language and Literature and Rhetoric.

Miss Helen L. Storke, A. B., Latin and Greek Languages, Principal Teacher Academic Department.

W. S. Johnson, Penmanship, Drawing and Designing.

Miss Mary DeLany, Geography, U. S. History and Civil Government.

Miss Isabel Lawrence, Superintendent Model School, and Teacher of Methods.

Miss Isabella J. Storke, Assistant in Latin and Academical studies.

Mrs. E. M. Knapp, Vocal and Instrumental music.

Miss Katharine S. Osborne, Teacher and Critic, Intermediate Grade.

Miss May L. Allen, Teacher and Critic, Primary Grade.

The new members of the above faculty are numerous. Of these, Miss Thomas was for several years at Oswego, N. Y., and Fostoria, O. Miss Helen L. Storke is a graduate of Vassar, where she took a very high rank, was for three years classical teacher in one of the Cleveland high schools, and afterwards in charge of the Latin Department of Wellesley College, near Boston. More recently she was Principal of the Female Department of Olivet College, Michigan, a position she left to accept the call to Whitewater. Mr. Johnson is our well-known contributor, and for several years past Principal at New Lisbon. Miss Lawrence graduated at the Portland, Maine, High School, and afterwards at the Oswego Normal and Training School, in which she was for some years a teacher. Miss Isabella J. Storke was last year Assistant Principal of the Female Department of Olivet College. Like her sister she has also a thorough classical and general education. Mrs. Knapp, who is to teach vocal music thoroughly and systematically throughout the entire school, has had fifteen years experience and is highly recommended by eminent authorities. Miss Osborne, a graduate of one of the New York Training Schools, was for some years assistant in the Cincinnati City Normal School, where she is said to have achieved great success.

The results of the re-organization at Whitewater will be watched with great interest. That the accomplished faculty will still further advance the already high reputation of the school we confidently anticipate.

At Oshkosh very few changes have occurred in the strong and comparatively permanent faculty. At River Falls a few are to be noted, which, however, we are at the present writing unable to give with accuracy.

These four schools are now in admirable condition, better prepared for their beneficent work than ever before. With the recently completed additions to the buildings at Whitewater and Oshkosh all now have ample accommodations for their multitudinous pupils.

From a somewhat lengthy editorial article in a recent issue of the Whitewater *Register* we clip the following:

From a single school at Platteville in 1866,

with six teachers and an aggregate enrollment of 219 pupils, the Normal work in this state has grown, in the space of eleven years, to four schools with nearly fifty instructors and an aggregate enrollment of nearly 1,890 pupils. Hence, it will be seen that the duties imposed upon the Regents are complicated, difficult and responsible. That these duties have been wisely and faithfully discharged in the past is attested by the simple facts above stated. The unexampled success of our noble system of Normal instruction is thus due to the sagacity and devotion of these gentlemen to the trust committed to them. In the further prosecution of their labors, which are performed without fee or reward, they are entitled to the generous confidence and support of every citizen who can appreciate faithful service in the interests of humanity and civilization.

Of the excellent institute recently held in Manitowoc, the *Chronicle* says: "Over one hundred teachers were enrolled, and the attendance was quite regular throughout. The institute was in charge of Prof. Graham, who was assisted by Supt. Walker, L. W. Briggs and J. A. Hussey. The presence of Prof. Graham is as potent to stimulate industry and inspire enthusiasm as his teachings are to elevate the character and strengthen the mind, and the fact that the institute was in his charge attracted a larger and insured a more regular attendance than could be secured by any other agency. The many institutes which he has conducted here have deepened regard for him to affection, and raised respect to admiration. At the close of the institute the teachers of the county presented him a beautiful silver pitcher and a pair of goblets as a testimony of respect, and expressed the hope 'that his thoughts would frequently be turned toward the teachers of the county, and that sometime in the future his steps would be directed to Manitowoc.'"

At the annual examination for State Teachers' Certificates, held at Madison, last month, there were 18 applicants. Of these two obtained permanent certificates, Mr. H. W. Slack, now of St. Paul, and Mr. S. M. Leete, of West Salem, County Superintendent of La Crosse county. Both these gentlemen attended the examination last year, when they successfully completed a portion of the work. The majority of the recent new applicants were sufficiently successful to warrant them in expecting a like result, if they return next year, as they intend to do.

A. L. Kumlien, of Busseyville, Jefferson county, received the appointment of Naturalist of the Howgate Polar Expedition which recently sailed from this country for the Artic regions. Mr. Kumlien has been for the past two years a student in the State University where his peculiar genius is well kown to professors and students. He did considerable work there last year in repairing and classifying specimens in the cabinet of Natural History, preparatory to their removal into the new Science Hall. Many will remember his portfolio of remarkable drawings of objects in Natural History, in the Wisconsin Educational Department at the Centennial, last year. At the time he received notice of his appointment, near the end of last month, he had just returned from California, whither he had been sent by government authority in charge of fish spawn for the waters of that state. We believe the appointment was unsolicited and unexpected by him, although there were numerous applicants for the position, several of whom were men entitled to much consideration.

Ludwig Kumlien, as he is commonly called, is only 22 years of age, but from his peculiar training and acquirements is unquestionably well qualified for the work he has accepted. He inherits an ardent love for natural history from his father, Mr. Thure Kumlien, a man of culture and extensive attainments, particularly in Ornithology and Botany. The latter has been known for years, to many in Wisconsin, as a very skillful taxidermist. He has been for two years past fulfilling a contract with the Board of Regents of Normal Schools to furnish a set of Wisconsin birds for the cabinet of each Normal School. From childhood, the son, an apt pupil probably, was taught to observe the characteristics of all flying, creeping, and swimming creatures in the vicinity of the paternal farm, on the border of Lake Koshkonong. As years wore on, a knowledge of classification and of scientific names was added, while practice and natural taste brought consummate skill with the pencil. Meanwhile school training added its guiding and strengthening discipline, first at the neighboring Academy, and afterwards at the State University. Thus peculiarly endowed and peculiarly trained, with the enthusiasm of a born naturalist and the health of a polar bear, it is no wonder that while still a mere boy he should have been spontaneously selected by the managers of the expedition—to whom he was fortunately known—for the honorable, important and difficult service which he in a private letter denominates "the grandest job on the continent." May he perform the "job" satisfactorily, and return in safety to undertake many another in the interest of scientific discovery and progress.

Hon. Chas. Durkee, of Kenosha, left at his death a few years since, a legacy of $5,000 to the high school of that city for the purchase of a telescope. This fund has been lying idle some six years, during which time no effort has been made by the people of Kenosha to carry out the wishes of the donor. It is contended by a portion of the citizens that the bequest should be diverted to some other object, as nearly or quite all of it would be required for the erection of a suitable pier and building. The opinion of the State Superintendent having recently been solicited he advised the purchase of a comparatively small instrument of six or eight inches aperture, equatorially mounted, and to be had with the necessary apparatus for about $2,500. This would leave enough for a suitable building, while securing an instrument better for nearly all practical purposes than the large one at Chicago.

Miss Carrie Harris, the Secretary, writes us that the Institute called by Superintendant Tracy, of 2nd District, Rock county, for the week ending Aug. 25th, at Clinton, was a decided success. "It was conducted by Prof. Salisbury, of the Whitewater Normal School. Ira Flagler, of Milton, and Prof. W. King, of Janesville, conducted the exercises in penmanship. Prof. Schilling, of Delavan, gave some valuable suggestions on the subject of grammar. Pres. Whitford of Milton College gave a lecture Tuesday evening on "Some of the Conditions of School Teaching," which like all his efforts was most excellent. Sixty two members were enrolled."

The Institution at Fox Lake, of which a neat catalogue is before us, is now again substantially an academy for both sexes, as it was some years ago, with preparatory departments, though it still keeps the old name of Wisconsin Female College. We judge that it is well supplying a need of the region in which it is located, and it has now been in operation 21 years. The principal, Rev. A. O. Wright, is assisted by five other teachers; the terms of board and tuition are very moderate, and the total attendance, in all departments the past year, was 127. The success of this school again indicates that more such schools are needed to supply the lack of intermediate education, especially outside of the large towns, and until the state supplies the want in some better way.

The Rev. Dr. Patton, of Chicago, and the Rev. Dr. Spear, of Brooklyn, advocate the abolition of all devotional exercises in public schools as contrary to justice, polity, and law.

The following preamble and resolution were adopted at the close of the Eau Claire Institute August 24:

WHEREAS, We as members of this Institute fully appreciate the earnest efforts made in our behalf in order that we may attain a higher degree of excellence in the profession which we have chosen, we therefore adopt the following resolution:

Resolved, That a vote of sincere thanks be tendered to the Supt. of Public Instruction, Hon. Edward Searing, Profs. Parker and Reynolds and to Agnes Hosford, our worthy county Supt., for their watchful care and guidance during this Institute.

And be it further resolved, That a copy of the same be sent to the JOURNAL OF EDUCATION, and to the city papers for publication.

Says the *New York Evening Post:* "Miss Carrie M. Warner, of Bristol, R. I., who was recently graduated from Bates College, Waterville, Me., entered the college when eighteen years old, went through the entire course without loosing a recitation or being absent from prayers on account of sickness and has been graduated in good health, ranking only a fraction below the first in a class of eighteen students, all of whom, with the exception of one other young lady, are young men of good ability.

The educational department of the *River Falls Press* says of our last issue:

The WISCONSIN JOURNAL OF EDUCATION is at hand, bringing with it two articles of great importance to us as thinkers, if we will spend one day in reading them, and several in thinking about the truths they teach. The articles are "Growth and Duty," and "The Country School Problem." Such articles as these are separately worth a whole year's subscription, besides the many very valuable readings the book contains every month.

Marshal Academy (at Marshal, Dane Co.), after various fortunes, has just been re-opened, under F. W. Dennison, A. M., with English and Classical courses of study. Mr. Dennison is a graduate from Michigan, has had experience in teaching in one or two Michigan Colleges, and will, we think, judging from his appearance and business-like ways, make the school a success and a source of much good to that region for young persons preparing to teach or to enter college. He comes well recommended.

Switzerland, with an area little more than one fourth that of Wisconsin and twice the population, has 27 Normal Schools. At that rate we need ten more.

DUANE DOTY, late Assistant Superintendent in Chicago, has been elected Superintendent in place of Hon. J. L. PICKARD, resigned.

PETER STEWART, in the province of Ontario, is a pensioned teacher, 92 years of age, and ALEXANDER MACLEOD, of the same province, has taught 48 years.

The *New York Evening Post* thinks that Josh Billings is "a much better bad speller" than a certain Mrs. Burns who has recently published, in the interests of phonetic reform, a little pamphlet "leziend tu teech a proper spelling and pronunsiashun of the English Langwij." We agree with the *Post*.

The session of the Ohio Teachers' Association, held at Put-in-Bay, in July last, discussed ably the following among other important subjects: Unclassified Schools to Accompany Graded Schools; Suspension from Schools as a Means of Discipline; Some reasons why Drawing Should be Taught in our Public School; The Spelling Reform and the Metric System. We expect to make some extracts hereafter. Ohio, the third of our great states in population, is in the first rank as to the zeal of her educators.

In acknowledging the receipt of his state certificate, Mr. H. W. Slack, of St. Paul, wrote: "I thought the test a severe one; but however it may be varied by additions or omissions, I would not have the standard lowered in the least." Mr. S. was promoted to the principalship of the Jefferson School, one of the most responsible positions in the city, the school having twelve departments.

We have received the second number of the "Iowa Normal Monthly," edited and published by W. G. Shoup & Co., at Dubuque.

The meeting of the National Educational Association at Louisville, is reported as very successful. The membership was not large, but the different Departments are said to have been better and more equally sustained than at any previous meeting. The address of President J. D. RUNKLE, on the Russian System of Mechanic-Art Education, as applied in the Massachusetts Institute of Technology, was the most note-worthy subject presented, and was a "new revelation," according to the National Teacher. JOHN HANCOCK, of Dayton, Ohio, was elected President, and the next meeting, it is thought, will be in Philadelphia, Superintendent Wickersham, of Penn., being confident of an enrollment of 1,000 members in that case.

A correspondent, in addition to sundry questions under the school laws, submitted the following, which we submit to our readers:—

"In digging in my well the other day, down at a depth of 16 feet I found a log, and one of my neighbors found wood down 30 feet. These wells are in the big woods, and on high level ground. Do you suppose the wood came there by volcanic eruptions or was it a piece of Noah's Ark?"

Bond's Staff Ruled Writing books that have been used in Normal Schools, Teachers' Institutes and in many cities and towns in the Northwest, have recently been ordered for the Institute Conductors in Iowa. Samples of books sent to any address, on receipt of a three cent stamp. Address, J. D. BOND, St. Paul, Minn.

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THE EDUCATION NEEDED FOR THE CITIZEN.

A man may be a good subject yet a poor citizen. Obedience to law and control stamps the former, whether this be intelligent and self-prompted or ignorant and servile; but the *citizen* is a responsible member of society, at once sovereign and subject, influencing and influenced. The subject may scan the limits of law and rest content in its observance; the citizen must examine the needs for which the law was framed, and determine whether the instrument is fitted for its purpose. The life of the subject may have its centre and bounds in self; the good citizen is bound to broaden his views until they include his neighbor's interests, and to deepen his convictions until self pales in the presence of human need. Destined, then, to sway as well as to obey, the training of the citizen may be considered under either of the heads, *essential, needful, or desirable.*

Acting in accord with the spirit of the resolution under which this committee acts, this report deals with the middle ground as the duty of the common school; including the essential and the needful, but omitting all consideration of the broader fields so desirable for the completer manhood.

1. The child enters school with vivid but inadequate conceptions of his surroundings. He has felt, looked, and listened till facts innumerable crowd the foreground of his mind; but his mental perspective is faulty in the extreme. Relations and bearings of events have been traced only so far as his feet have stumbled. His world is narrow but intensely *real.* Fact and fiction, in like garb, are equally honored guests, and impartially made his ground of opinion. He is a bigot,

full of prejudices, and opposed to anything which does not chime with his preconceptions.

Whether he shall reach man's estate a crystalized boy, as crude in thought, as shallow in reason, as narrow in range and warped in judgment, depends upon his schooling. If his life is to be weeded of its fictions and false estimates, his senses and judgment must receive most thoughtful and persistent training.

Attention, the focusing of every available sense upon the object under consideration until the relation of its parts and properties has dawned upon the understanding, must be made the condition of all instruction, else it is useless to discuss specific work. The entire curriculum of a University may be passed over to little profit, from lack of this prime requisite. There should be no dissipation of thought while the work is in hand. Let this aim guard the child's habit of thought and action through all his culture, and one great step has been taken toward good citizenship. This habit alone lifts the local life of the man vastly above that of his undisciplined fellow, but leaves him narrow in the light of possibilities.

Language.—Reading is the key to so much knowledge of thought and things beyond the radius of his daily round, the bond which joins past and present, and establishes a brotherhood of mind, that the good citizen *must read;* and the first formal work of the child's school life is fitly dedicated to this training in the use of language. Unfortunately the method of word calling and sentence building, so needful for the child, is continued as the regular diet of youth until early manhood finds him a glib syllable ejaculator, but innocent of the deeper import of the page so readily scanned. So barren of fruit is such reading that it is little wonder that a generation thus reared allows the standards in thought to rest embalmed in dust while our homes teem with appetizing fiction of a lower order.

The citizen must not only read, but read and reflect. The false method fails to keep pace with the growing power of the youth to grasp and fathom thought, and leaves a void where there should be fullness. But even fullness of information may be but a mere plethora, lacking application and giving no strength until by frequent examination and exact expression, the assimilation is complete.

Writing.—Here the wise teacher will place the utility of the pen.

The thoughtful statesman sees in the *art of writing*, next to a common language, one of the surest bonds of a united people, of order and justice. It is a constant check on fraud and misunderstanding in the transactions of daily life; it knits the extremes of a continent by the frequent expression of kindred sympathy. Let every child be so trained in the art that it shall cease to be a burdensome mode of expressing thought.

Computation.—Not only must the intercourse of men be marked by intelligence, but accuracy must seal the bond of each transaction of mutual interest; and society has imperatively demanded that the art of computation, together with a due share of its science, shall hold a prominent place in the training of the youthful citizen. Here, too, it is the belief of your committee that error has lain in the *method of the teacher* rather than in lack of attention to this important subject. Its excellence as a means of mental discipline has often lead teachers to employ the time and energies of the pupil in the discussion of principles and demonstration of abstractions to the detriment of his accuracy and readiness in operation. Many thinkers are unwilling to exchange the discipline of accurate processes for possible gain in abstract reasoning. The citizen should be trained to reckon accurately and readily.

Drawing.—The good citizen must be an industrious man; but he must be more than a mere toiler, like the beast he controls. He must be trained to plan as well as delve; to methodically arrange and delineate the plan devised. Early in the life of the child comes the impulse to express thought in linear drawing. We all know how little the schools have done to foster and how much to stifle this God-given impulse. If we are ever to cease importing skilled artizans for lack of good training at home, we must see to it that the eye and hand are trained to work in harmony, and the imagination of the child stored with forms of beauty while character is molding.

Book-keeping.—The prudent citizen must also keep accounts. At the foundation of much miscalculation, over-confidence, lack of foresight, extravagance and distrust, lies the wide-spread dislike of keeping accurate account of income and expenditure, or of profit and loss in each enterprise. To a considerable extent poor attainments in penmanship, and the lack of ready accuracy in simple computation, are re-

sponsible for this neglect. The almost uniform exclusion of book-keeping from the school course, and the silence of our school laws regarding its requirement as a qualification to teach any grade of school in Wisconsin, have compelled our youth to enter business without this important training or gain it under private and expensive tuition. The industries and morals of our nation demand that every citizen whether employer or employed, whether in the busy marts of trade or tracing the results of agricultural experiment, shall be a trained accountant.

Laws of Health.—Under the highly stimulated character of our civilization, nothing is more characteristic than our disregard of the needs and laws of life. The pure hearted and degraded, the unselfish and selfish, the busy man and man of leisure, old age and youth, are all equally busied in undermining health and stifling nature's warnings. Where ignorance is, we need not look for scruples of conscience nor expect reform. Until the future citizen is as thoroughly grounded in a knowledge of the laws of health, as in those of numbers, the results of insatiate ambition and selfish indulgence will continue to be labeled "mysterious dispensations of Providence," and vice and want will feed upon our blind apathy.

Geography and History.—With the ancients few things were more commended than that attitude of mind which esteemed all things foreign as barbarian and unworthy of serious study. Patriotism was synonymous with prejudice, bigotry. To-day man not only owes and owns allegiance to the country that protects, but also to the world which ministers to him. His interests are world-wide; and his knowledge of the world, its history, its capacities, its peoples and products, must constitute no insignificant portion of our citizen's preparation to act his part wisely.

Government.—But of how little avail to have learned the lessons of the world's experience, if they are to rest in a mind ignorant or regardless of the principles underlying his government. The boast that our government is "of the people, for the people, and by the people," must remain an idle vaunt until the training of home and school shall have fitted the mind and heart of the child to faithfully maintain its provisions and execute its purposes. The patriotic laudation of things not understood must give place to earnest study of facts and

remedies in our social compacts, not alone by a few but on the part of the masses before our civilization can be any guaranty for future welfare.

Political Economy.—We "live move and have our being" under the laws which govern the relation of labor to capital. No man can avoid if he will, nor can he violate them without most certain penalties; yet what is done in our boasted systems of common schools to provide a common basis of intelligent appreciation of these laws, upon which employer and employe may stand in the furtherance of their mutual interests? Until our citizens *are* thus educated, rings, strikes, overproduction, panics, rash speculation, and bankruptcies will characterize our nation's life.

Morals.—Thus would we train the intellect of every child in this broad commonwealth, that to him may be given the clear conception, the thorough knowledge, and a wise discrimination regarding what few can avoid in life and its relations.

Dare we rest here in the work done for each child? Shall all this intelligent insight of principles and laws, all this knowledge of the right and possible, be entrusted to a mind untrained in a keen sense of duty and responsibility? Of the paramount necessity of enfolding and permeating all this culture with life-giving principles and pure impulses until the intellectual fibers have rooted deep in imperishable convictions of right and obligation, none would question; yet did time permit, your committee would earnestly desire to impress this inner spirit of the work even *more* fully upon your attention, than that of the formal training of the schools here indicated. This essential need finds response and careful heed with every one who has traced joy to its source or determined the springs of noble acts.

Read at Green Bay, July 19, 1877.

G. S. ALBEE,
WM. F. PHELPS,
Committee.

Drawing, as an organized branch of our school system, a regular part of our school work, should be adopted in our public schools, receiving with other courses of study, an equal share of attention, from the lisping primary to the college post graduate.

RELATION OF PARENT AND TEACHER.

To do any work successfully, the doer must realize its importance. Could we but truly feel that every individual has a work to do which can be done by no other; that the plans of the universe are forwarded by our acting in harmony with them, or retarded by our opposition or inaction, nothing would appear small to us; nothing insignificant. We may be but atoms among countless others, and yet annihilate an atom, and the poise of the universe would be destroyed.

> "All are parts of one stupendous whole,
> Whose body nature is, and God the soul.
>
> * * * * * * *
>
> To him no high, no low, no great, no small,
> He fills, he bounds, connects and equals all."

But we need also, in order to keep hope and courage in the heart, strength in the will, and muscle in the arm, to feel that the world or its work does not rest upon the shoulders of any one Atlas; that we are a small part of a vast throng of laborers in the vineyard. A grain of sand is a small thing, and yet sands form the mountains. A single polyp makes but a small portion of a coral island. We are standing side by side with countless others, who are also about their Father's business.

While many attach too little importance to their labor, engaging in it simply because the tide of circumstances rolls them into a given port, others are inclined to appropriate to themselves more burdens than they are able to carry, forgetting that a fagged soul is almost as inefficient as an indifferent or an idle one. "Enlarge not thy destiny, endeavor not to do more than is given thee in charge," is a wise saying, often quoted. "You must elect your work; you shall take what your brain can, and drop all the rest," says Emerson. Everywhere are those who have borne, are now bearing, more cheerfully and bravely than we perhaps, like burdens with ourselves; let us not lose heart.

We gain courage and strength from companionship and sympathy. No where do we find a more deplorable lack of the recognition of a common work and a common aim, mutual trials, and mutual difficulties, than between the parent and the teacher. Why this indifference of each to each? Why this increasing antipathy, as it seems to me,

of those who from the nature of their work, have so close a bond of union?

It arises partly from an unwise division of responsibility in regard to the child. The parent is frequently inclined to shift responsibility and the teacher to assume that which is not properly his. The teacher must possess intelligence, to instruct and guide, but the responsibility must ever remain with the parent. "A cultivated man, wise to know and bold to perform, is the end to which nature works." To the parent and the teacher together, is entrusted the sacred task of training the threefold nature of the child into their ideal of manhood or womanhood.

The education of the child really began at its birth, though with many parents the wants of its physical nature are at first the only source of concern. Given nourishing food, healthful exercise, proper clothing and a due amount of sleep, and the child of ordinary constitution develops, physically. But, soon, with the brighter dawn of intellect, comes the necessity of greater intellectual, and moral training. The father, pressed by business cares, the mother, over-burdened by household duties, feel themselves inadequate to give all this training. The teacher's aid is now sought to supplement the work of the parent, and for several hours of each day, the child is transferred from the home to the school. A work is now given to the teacher, differing in no great particular from that already begun by the judicious parent, the training of this germ of triple nature—body, intellect, conscience. Vigilant must the teacher be, thoughtful and earnest, if he hopes for success. Let him fail to keep in mind the bodily interests of the child and the consequences of such neglect, the weak lungs, defective eyesights and curved spines, so often found in our school-rooms, too sadly attest. Let him forget or neglect the subtile processes of thought, and a weakened intellect results, or vicious habits of thought are formed which intellectually cripple, for life.

Nowhere, perhaps, is the child assailed by stronger temptations to untruthfulness and deceit, than during the early years of his school life. Woe to the teacher who allows these little foxes to creep in and do havoc unmolested.

The carpenter in making his frame for a house, fits it to the foundation already laid by the mason. Strange that any teacher is will-

ing to undertake the building of character, without first learning the nature of the foundation laid by inherited traits, sorrounding circumstances and earlier training of the child.

A man having a costly edifice to rear, frequently inspects the work of his carpenters and masons, retaining, as far as possible, a personal supervision. Strange, that in the infinitely more important work of rearing his child, he allows the architect to play or work at will, not knowing even by a single inspection, whether or not the work is what it should be. Would that parents and teachers might realize the strength gained by co-operation and mutual understanding.

What teacher who has tried it has not gained new inspiration from a hearty "God bless you" of a mother who sees by his words and actions that he really has an interest in her wayward, unruly boy? Poor and ignorant though she may be, in the reclaiming and uplifting of the erring one, there is a bond of strength which will help each to succeed. What parent has not felt a stronger desire to aid the plans of the teacher and provide for his wants, when he finds from personal intercourse, that the teacher is not altogether selfish?

Many of the parents of the children in our public schools are ignorant and move in the lowest paths of life. To such the teacher often times seems a usurper, an invader of home rights. The child for the first time outside the charmed circle of home, loses something of his early, unqualified faith and adoration. He is compelled to learn the hard lesson of knowing the imperfections and ignorance of those whom he once deemed oracles of wisdom. The parent feels the effect of these discoveries, no doubt, keenly, and improperly blames the teacher. The teacher too, he thinks, affects more power than is rightly his. He requires of him excuses for the absence of his own child. He attempts to say what studies his child must pursue; he compels the child to do many things which he, his parent, deems unnecessary. It becomes the teacher's necessity to educate the parent as well as the child, not in the lore of books, but to have faith in the honor, wisdom, and integrity of the teacher, faith in the economy and utility of culture. He must persuade the parent of the great advantages accruing from prompt and regular attendance, the necessity of classification, the need of greater restrictions in the management of the many than the few, thus securing his aid rather than being obliged to

struggle against his opposition. No school is permanently benefited until the people as a whole are united in their appreciation of it, and support the policy governing it. A temporary good may be gained by the election of wise men for the School Board, but at the expiration of the term the people assert their opposition with redoubled fury and the last state is worse than the first.

To gain this co-operation and to win this confidence, personal intercourse between parents and teachers is indispensable. I would urge that superintendents show the necessity of it to the teachers in their corps and encourage personal visits to the homes of their pupils, where school matters may be fully and freely discussed. But the teacher will plead a lack of time as an excuse for neglecting these visitations, and often justly, too.

A great danger with our present graded school system is, that teachers are given such large schools, and are required to do so much work in and for the school-room, that they have neither time nor vital force left for any work outside of this. Might it not be well for school boards to diminish the number of pupils to lessen, in some way the drudgery of written examinations, etc., or even require fewer hours of teaching in order to give time for supplementary work?

Greater effort should be made to secure the attendance of parents upon the exercises of the school. For this purpose oral examinations are helpful, the attendance of patrons being secured by special invitations. Occasionally too, to create a feeling of good will, the old time "exhibition" is by no means an evil. I would not advocate the degrading of a hard-working school into a dramatic club, but well-selected, well-rendered recitations and carefully written essays, by those who are ready for such work, give no small degree of culture to the pupil. A little work on the part of teacher and pupil outside the usual routine will furnish a pleasant and profitable entertainment, without in the least interfering with the usual class work.

Some general work given to the children, which will render available the practical knowledge of the parents, helps to maintain their lively interest. There is a kind of information which the farmer or mechanic can give that is not found in books. A general conversation held once a week upon some topic which has been previously assigned and upon which the pupils have been urged to consult their

parents, answers this purpose. It also broadens their knowledge aad may be made a valuable means of improving the language of the pupils and of enabling them to gain self control. Something of this sort has been successfully introduced into the public schools of Indianapolis and others.

Another means of bringing parents and teachers into pleasant, helpful contact is the reading circle, that modern method of culture which is doing much for the people in some of our cities. There is a false impression common among us, that there is a great distance lying between the fine things in letters and the ordinary life about us. That all good things are difficult to understand, is far from being true. There is a phase of culture that is attractive and helpful to the unlettered, and with Lowell I believe that

> "All that hath been majestical
> In life or death, since time began
> Is native in the simple heart of all—
> The angel heart of man.
> And then among the untaught poor
> Great deeds and feelings find a home
> That casts in shadow all the golden lore
> Of classic Greece and Rome."

None are so rustic as to fail to feel the flush of kindness that throbs in the poetry of Robert Burns. The pathetic story of the lives of Charles Lamb and his sister Mary, their sufferings and self sacrifice, yet cheerful, useful living, cannot fail to bring tears to the eyes, to soothe and comfort the aching, weary lives of the lowliest. Where is the woman who fails to appreciate Hood's Bridge of Sighs, and the Song of the Shirt? Cowper On his Mother's Picture, Goldsmith in the simple story of the Vicar of Wakefield, or the gentle strains of the Deserted Village, can be appreciated by those who know little of the rules of grammar or arithmetic. Is not this a common ground upon which teachers and parents can meet? A means by which the lives of all may be softened and uplifted? Such a circle might give the teachers of the public schools an opportunity to aid the parents in guiding the reading of the few and checking the reading of the many.

One of the great evils of the day, that is weakening the minds of the young, is that of reading too much. Time was when to say a boy

or girl was very fond of reading, always reading, was considered a compliment, but the time is coming when the question will be "What do you read, and not how much?" Says the great Frederic Robertson, "I never knew but one or two fast readers and readers of many books whose knowledge was worth anything. * * Girls read too much and think too little. * * Multifarious reading weakens the mind more than doing nothing, for it becomes a necessity at last like smoking, and is an excuse for the mind to lie dormant, whilst thought is poured in and runs through, a clear stream, over unproductive gravel, on which not even mosses grow." Are the boys and girls in our public schools, who skim through two or three books a week, during term time even, to go on thus having their minds weakened, or indulged by parents who are unconcious of their danger, or are they to be spared by the intervention of their teachers?

I would call attention to two more points. Those of us who have had several years experience in teaching in Wisconsin, especially in these beautiful lake towns, know what a difficult task it is to gain the confidence of our patrons of foreign birth. Germans, Scandinavians and Celts, all bring with them the peculiar ideas of government and education of their father-land, and watch with jealous and suspicious eye any power which is to change these ideas in the minds of their children, which is to lessen this loyalty to a country which no longer gives them sustenance or protection; while it strives to imbue them with a love for America, their tender foster mother with her broad acres, free schools and equal rights for all.

The same is true of religious opposition. Culture can build only on the ruins of sectarianism. Everywhere our public schools are crippled and weakened by denominational institutions. To the teachers of our state above all other agencies is given the task of doing away with clans and isms, to lead the people to love the good in all countries, to be grateful for benefits conferred by the state, to convince them that culture is broader than denominations and creeds, that literature and learning are cosmopolitan, that the multiplication table is the same in Mohammedan Turkey as in Christian Europe. Teachers, from the primary schools up to the university, must feel, with President Bascom, that "in no higher object, in no nobler work, can our various populations and diverse religious bodies be united than in

this complete public education;" and join hands with him in proving to the people that "if each church, each party, shall struggle to capture the state for itself, rather than to stand on common grounds, we shall substitute weakness for strength, discord for harmony, and convulsion for progress." ELLEN C. JONES.

Read at Green Bay, July 19, 1877.

OBITUARY—O. R. SMITH.

Prof. OSMORE RYAN SMITH was born in Covington, in the state of Georgia, December 6th, 1840. His father, a Mr. John Smith, was a lawyer. His mother was Julia Ryan Smith, daughter of Jeremiah Ryan, of Putney, Vermont. The father died when Osmore was five years old, thus depriving him of parental guidance and instruction during the critical period of boyhood.

On the death of his father he was sent to Putney, Vermont, to the care of his grandfather Ryan, by whom he was brought up, and whom he in turn cared for in his old age. Mr. Smith's education was obtained in the district school, at "Powers Institute," in Bernardston, Massachusetts, and at "Kimball Union Academy," Meriden, N. Hampshire. On the 21st of November, 1861, he was married to Miss Jennie L. Richardson, daughter of Mr. George B. Richardson, of Montague, Massachusetts.

His acquaintance with Miss Richardson began at "Powers Institute," where they both attended school. She still survives him, having the care of three interesting children, the oldest of which is a son about fifteen years old.

At the breaking out of the war, Mr. Smith was teaching the Grammar school in Greenfield, Massachusetts. I am told that he raised the 52nd Massachusetts regiment, in the fall of 1862, and enlisted as a private soldier in the same, and served one year, when he was discharged on account of ill health.

On his return from the army he was employed to teach a select-school at Putney, Vermont, till the spring of 1864, when he came to Wisconsin to seek his fortune, and stopped at the house of Major A. J. Cheney, in Delavan. Through the assistance of Major Cheney who was then county superintendent of Walworth county, he was engaged to take charge of the graded school at Geneva, at $40 dollars a month,

and continued in charge of the same until the close of the summer term, in 1866. During the year 1864 Major Cheney resigned the office of county superintendent to enter the army, whereupon Colonel McMynn, state superintendent, appointed Mr. Smith to fill the vacancy.

In the summer of 1866, Prof. Smith was elected city superintendent of the schools of Janesville, an office which he filled with ability till October, 1868, when he resigned and took a text-book agency for Messrs. A. S. Barnes & Co., and remained in their employment several months. He then occupied a position on the "Milwaukee *Sentinel*" till the meeting of the legislature in 1871, when he was elected chief clerk of the Wisconsin senate, an office which he filled for one year, residing meanwhile in Janesville, where he was an active member of the "Young Men's Association" of which he had been President, and where he was also a member of the Board of Education.

In January, 1873, Mr Smith was elected to the Principalship of the graded schools of Sparta, Wisconsin, a position which he held at the time of his death, which occurred on the 26th of August, 1877, in consequence of a severe wound occasioned by the accidental discharge of his gun while engaged in hunting.

Immediately or almost immediately upon his arrival in Wisconsin, Mr. Smith took a prominent position as an educational man, exerting a powerful and energetic influence in the "State Association" of which he was a leading and active member, and of which he was president, in the year 1868. He took an active part in the discussion of nearly every question of importance that came before the association for consideration.

Mr. Smith had a keen and powerful intellect, and an indomitable will which was bound to bear down all opposition. He could clearly grasp, a subject and in his ability to present it forcibly and comprehensively to others he was surpassed by very few men. His magnetic power, his direct presentation of a subject, his strength of will together with his keen insight into the minds of pupils, enabled him to rouse the dullest classes to energetic effort. When he exerted himself to the full extent of all his native and acquired powers, his influence on a class is said to have been truly marvelous. He was, no doubt, one of the ablest teachers in the northwest.

It is difficult for me satisfactorily to give an analysis of Mr. Smith's mind and character. I have intimated that he had great mental power, a comprehensive intellect and a will, that impelled him to the exploration of new fields of knowledge and to great efforts. He had read much and to good purpose. He was a genial companion and a generous friend. There was hardly anything he would not do to aid those for whom he had formed strong attachments.

But our friend Smith has passed away by a tragic death that has shocked the entire community; "passed away like the pride of the wave, passed from our view to take on immortality." He is set free from earthly labors, care and ambition. He has gone down to his grave in early manhood, summoned, unwarned by wasting sickness and the slow decay of bodily powers, into the presence of Him to whom are known the secrets of all hearts. Tenderly the people of Sparta bore him to his last resting place. As I moved among the throng at his funeral, I saw many a genuine tear of sorrow dropped upon his grave. The last sad offices of affection were performed by the pastor of the Baptist church; by the Masons, to whose order he belonged; and the procession to the tomb was made up of members of the Masonic Order, of a large concourse of citizens, of some friends from abroad, and of teachers and children of the schools of which he had charge; and these all mingled their tears with the tears of the widowed wife and the orphaned children. The people of Sparta did more than perform the last office of affection. With a generous impulse that does them lasting honor and which should not pass into forgetfulness, they lifted the mortgage on the home of Mr. Smith and bestowed an unincumbered homestead on a family thus suddenly plunged into grief and living far away from those bound to them by ties of consanguinity.

Prof. Smith has for a long time moved so conspicuously before the general eye, and has been so fully identified with our educational affairs, that he will be greatly missed in all our educational assemblies and his loss deplored.

Thus the teachers of Wisconsin, one by one, are passing from earthly scenes to immortal realities, and it behooves us to be ready for the time when the curtain shall drop and hide us from mortal eyes.

B. M. REYNOLDS.

THE PROBLEM OF VENTILATION.

In the August number of the JOURNAL the following questions were answered affirmatively: "Can we utilize the force of the wind and the difference in temperature within and without the room, so as to secure a good supply of fresh air without exposing the pupils to draughts of cold air?" "Can it be done cheaply?" "Can the appliances for securing this end be readily adjusted to buildings already constructed, and can they be readily controlled?"

I shall now attempt to redeem my promise to state how these results may be realized.

Every one knows that if the air near the floor is sufficiently warm to make those within the room comfortable, then near the ceiling it is several degrees warmer. If the windows are opened on different sides of the room, we shall soon find the air passing in at some of the openings and out at the others. The air which enters the room is colder and heavier than that with which it comes into immediate contact, and consequently it tends to sink to the floor.

Let any one, on a cold day, try the experiment of lowering a window six inches on the windward side of a house, then, standing near to, and directly in front of the window, pass slowly backward into the room, and he will not have gone very far before he will perceive a strong downward draught of cold air. Let him raise the lower sash a few inches and he will feel the effect of the draught at once. If the windows on the opposite side of the room are opened at the same time, he will find that the air, thoroughly warmed in its passage across the room, is passing out. Good circulation and a plentiful supply of fresh air are secured, but the air is too cold. To remove this difficulty, deflectors should be placed upon the windows, both at the top and bottom, which will change the direction of the entering current, throwing it upward, thus bringing the air into the room with an upward instead of the downward movement which is observed when the deflectors are not in position.

The upper deflectors may be made of cloth or sheet metal, and are fastened to the top part of the upper sash, are carried inward and upward and fastened at any desirable distance from the casing above.

If cloth is used, the size of the opening and consequently the supply of air, may be governed by raising or lowering the window at

pleasure. If the metal deflector is used, the same result is secured by means of a valve controlled by a cord. The lower deflectors are made of wood and so arranged as to be adjusted at any desired angle, and easily removed.

With these deflectors in position, the windows may be lowered from six to eight inches at the top, and raised from one to four inches at the bottom, and though the day may be cold and the wind blowing strongly, forcing a strong current of air into the room, the change in its direction will continue sufficiently long, to insure its becoming thoroughly warmed before coming in contact with those in the room. The windows being opened on different sides of the room, opportunity will be afforded, both at the top and bottom of the windows, for the egress as well as ingress of the air.

The principal supply of pure air should be received through the openings at the top of the windows, as it thus enters the room higher up and is brought in contact with the highly heated air in the room for a greater distance than if allowed to enter nearer the floor. On the side of the room from which the impure air escapes, the lower deflector may be removed, allowing for egress.

This apparatus can be applied to windows at a cost of from $10 to $15 per room; and when we consider that this small outlay will make it possible to secure pure air for the children shut up in ill ventilated school-rooms, and that not for a single term only, but for years, it would seem that the expense ought not to stand in the way.

This is not a theoretical plan, but one that has been thoroughly tested under the most exacting conditions in the school-rooms of this city during the past year, and has fulfilled all the requirements of cheap and effective ventilation.

If any one would like further evidence of its practical workings, inquiries addressed to the City Superintendent of Schools or any other member of the school board, would doubtless elicit the information required.

Space will not allow me to give details as to the manner of adjusting the apparatus, but I shall be glad to give to any desiring it, such further information as I may be able to, upon the subject.

The discussion of the questions as to the amount of pure air needed per hour for each individual in a room; the size and location

of openings necessary to furnish the required supply, and of those necessary to allow the egress of an amount of air equal to that received; the relative effects due to the diffusion of gases, to the difference of temperature within and without the room, and to the action of the wind in producing a circulation of the air, must be deferred till another time.

To sum up. The advantages of this apparatus are: 1. It is effective. 2. It is easily applied to buildings already erected. 3. It is easily controlled and is not liable to get out of order. 4. It is cheap. 5. It utilizes the highly heated air in the upper part of the room to warm the cold air coming into the room.

Sheboygan, Wis. L. D. HARVEY.

DO THY BEST.

O troubled soul no longer fear,
Do but remember God is near
And hears thy weary cry!
Take all thy burdens to His feet
And His kind mercy there entreat;
He will not pass thee by.

Doth weary care thy heart oppress?
Remember but his tenderness
And that will give thee strength.
Doth hateful toil thy moments claim
And is thy work another's gain?
Reward will come at length.

Let not vain passion rule thy heart;
What good thou canst to all impart,
So is thy mission blest!
Wait not for some great work to do,
But e'en in trifles be thou true;
In all things do thy best.

'Tis not great deeds alone that bless,
But true and noble faithfulness
Will win a crown for thee!
Then, though to fame thou be unknown,
Let truth and virtue be thine own
And truly blest thou'lt be.

FANNIE E. OSTRANDER.

SELECTED.

THE WEAKNESS OF OUR SCHOOLS.

The annual examination of candidates for admission to the military academy at West Point, which began yesterday [August 31,] differs from similar examinations at most of our schools and colleges in that it is actually meant to and does thoroughly test the candidate's proficiency. And unless this year's examination differs materially from those of previous years, its results will startle those who stop to think what it implies. Though a rigid examination, it is still a simple one, and any grammar school-boy would feel himself entirely qualified to undergo it. All that is required of the candidates is that they shall be "well versed in arithmetic, reading and writing, including orthography, and have a knowledge of the elements of English grammar, of descriptive geography, especially of their own country, and of the history of the United States." It will be observed that these requirements are simpler—upon paper—than those of admission to the High School, and much less than is demanded of a matriculant in the poorest of our colleges. Every school boy is supposed to have this knowledge at 14, and at 19, which is the average age of the nominees to West Point, he is far beyond troubling himself about such rudimentary studies as these. But mark the result. Last June out of 116 nominees, including the presidential nominees at large, 58, or just one-half, were rejected by the examiners. At the naval academy at Annapolis, the proportion rejected was even greater—58 per cent. There have been accusations of favoritism at Annapolis, but favoritism could not at most account for but very few rejections; and, under the system of written examinations at West Point, nothing of the kind is possible. The naked fact is that of a hundred and more picked young men, from 14 to 21 years of age, chosen from all parts of the country, and not a few of them by competive examinations in the public schools, only one-half are found to have that thorough grounding in the elements of an English education which all our schools profess to give.

There is a text for many sermons in this—a text upon which teachers and school directors may profitably ponder just at this time, when

the new school term is opening and the scholars are coming back to their work. What is required for admission to West Point is what every American citizen ought to have and precisely what our common schools are designed to teach. As a matter of fact it is precisely what some of them do not teach. No doubt many of these rejected candidates could answer questions that would sound much harder than those put to them at West Point. Many of them could tell of various abstruse sciences, if the examiners had only asked them, but when it came to "the three R's," and a little knowledge of their own country, they found that their schooling had profited them little. And many who do not go to West Point, but have to stand the test of experience in the world, make the same painful discovery. They have spent years in the school-room and obtained a smattering of information on all sorts of subjects, but the only use they find for it is to forget it and begin their education over again. If we are ever going to make our public schools of real value we have got to bring them back to their proper work. With all our fine school-houses and costly apparatus and elaborate text books, the true idea of a common school has been almost forgotten, and we believe it quite safe to say that what used to be called a sound English education was better supplied in the simple roadside school house of a generation back than to day in the most stupendous brown stone one.—*Phil. Times.*

COLLEGIATE EDUCATION FOR WOMEN.

Collegiate education for women is practically reduced to the question of the feasibility of what is called co-education. It is evidently impossible to duplicate all our higher institutions of learning so as to give young women an equal opportunity with young men; if they are to receive collegiate training, it must be through institutions already established. Several leading colleges have opened their doors to young women, rather with a view of testing the experiment, than from a settled conviction that the measure was either generally demanded or would prove successful. Sufficient time has not elapsed to authorize a definite conclusion. Public sentiment, by which young women are more strongly affected than young men, is by no means unanimous on this point, and the fact that it is an innovation arrays the conservative element of society against co-education.

Since 1873 the University of Wisconsin has admitted young women upon equal terms with young men, and I purpose to give the results of our experience, as an aid in determining the problem. Public sentiment has propounded four questions in reference to the subject of higher education for women, or co-education.

1. Do the young women of the country demand higher education n sufficient numbers to warrant colleges in making the necessary changes to admit them?

2. What will be the moral and social effect upon both sexes of co-education.

3. What will be the physical effect upon young women of attempting the regular and severe application that a college course requires?

4. Have young women the mental power to successfully prosecute the ordinary college course?

1. The best answer to the first query will be the comparative numbers of young women in the graduating classes. In 1874 our graduating class numbered 41, of whom 15 were young women; in 1775, 31, of whom 8 were young women; in 1876, 42, of whom 18 were young women, and in 1877, 32, of whom 8 were young women. That is, out of 146 graduates, 49, or one-third, were young women. It must be borne in mind that the courses followed were strictly literary —no provision being made for music, painting, and this class of ornamental studies. We think these figures answer the question in the affirmative; there is a sufficient popular demand to render it imperative upon our colleges to provide instruction for young women.

2. As to the second query, in regard to the social and moral effect of co-education, it may be too early to pronounce a definite opinion; but so far as our experience has gone, it would seem to show that no danger is to be apprehended. At first, the attendance of young women in the class-room was a novelty, and like all novelties served to distract attention; but as it ceased to be a novelty it ceased to distract attention; and no deleterious effect is now visible upon the bearing or studiousness of the class. Certain changes in methods of instruction are necessary in case of mixed classes. The feminine mind is quicker in perception, the masculine stronger in reflection. This will appear from the table appended. A judicious teacher must take cognizance of this fact, and adapt his instruction to the peculiarities of each.

Cases of discipline have been no more frequent and of no different character since the admission of women to our classes, although we have every provocative in the old time dormitories for both sexes. It has been argued that mixed recitations would have a beneficial effect upon both young men and women—refining on the one hand and strengthening on the other. We do not see any such influence Classes meet as students, and nothing else.

3. As to the third inquiry, in regard to the physical results of a steady application to a long course of study, the facts at hand warrant a less confident conclusion. Young women have injured their health by study, and so have young men. A young woman of delicate health ought not to attempt a college course, but there is nothing in our experience to discourage a young woman of usually good health from the attempt. Women are at a great disadvantage in this respect. They are expected to take care of their own room, to keep their own wardrobe in repair, if not to make a large part of it; also the customs of society demand that they shall dress more elaborately and change their dress more frequently than their brothers. All this takes time and attention from study, It is safe to say that a young woman thus loses, on the average, two hours a day, or the time required to prepare one recitation, The first reform that is needed in higher female education is in this direction. There is one other disadvantage: boys, in vacation, by some active employment, or yet more active recreation, recover from the effects of their confinement during term-time. Young women are condemned to make the vacation but a prolongation of the physical inaction of term-time, or even to increase the nervous depression or irritation occasioned by study, by a round of fashionable dissipations that speedily exhaust the already over-taxed energies. Study requires quiet and concentration, to which nothing can be more opposed than the excitement and frivolity of society. We do not believe that, as a general rule, the studies of a college course are too severe for women; but it must be evident that they cannot answer the demands of a college course, in addition to the burdensome demands of society. It is said by some that women cannot study continuously with safety; but as a compensation they study more rapidly and learn more readily, owing to the superiority of their perceptive faculties; this is one of nature's compensations.

4. In reply to the fourth inquiry, we give the following table, compiled from the cards of one of our graduating classes. The columns of classified studies contain the figures for the last three years; the last column gives the average for the whole course. The course selected for comparison is the Scientific, which most of the women pursued. Rhetoric and history were so combined with other studies on the cards as to present the appearance of only three studies:

WOMEN.	Mathematics, 7 studies.	Languages, 3 studies.	Sciences, 7 studies.	Metaphysics, etc., 7 studies.	Rhetoric and History, 4 studies.	
1	94 143	95 666	93 851	92 285	91 666	94 325
2	93 714	94 400	91 428	86 857	88 000	91 875
3	91 571	92 666	82 857	79 428	89 333	88 475
4	93 571	93 333	82 143	80 428	88 000	88 575
5	88 285	79 220	86 428	83 285	88 666	85 141
6	94 714	95 000	91 143	92 571	93 666	95 600
7	91 857	88 000	86 143	89 143	88 000	88 666
Average	92 551	91 183	87 713	86 285	89 618	90 237
MEN.						
1	86 000	78 333	93 000	89 285	84 333	86 350
2	93 000	83 433	86 571	82 285	84 000	87 950
3	92 143	92 866	89 285	91 285	91 666	91 325
4	86 143	90 000	79 285	78 000	85 666	84 925
5	95 428	83 333	91 928	94 143	90 333	92 925
6	35 714	75 100	86 928	82 000	84 666	85 592
7	80 857	81 113	80 714	76 714	81 333	81 575
8	95 571	93 000	91 143	91 914	83 333	91 050
9	92 714	91 333	78 143	84 571	84 666	87 675
10	87 857	85 000	88 000	88 000	92 000	88 732
11	91 143	91 666	90 000	85 571	88 000	90 475
12	97 714	87 000	87 571	93 714	77 333	90 200
Averages	90 357	86 431	86 047	86 440	85 944	88 231
TOTAL AV.	91 165	88 182	86 661	86 383	87 087	88 970

These figures give some interesting results. 1. The average of the young women is slightly above the class average, while that of the young men is slightly below. 2. Both reach their highest average in mathematics. 3. The young women are comparatively lowest in sciences and metaphysics, while the young men are comparatively highest in the same—metaphysics being the only class of studies in which the men rank above the class average.

The general average of the Classical section of the graduating class was 88.690—being below the average of the Scientific.

We think that this table sufficiently answers the fourth interrogatory.—*Dr. S. H. Carpenter in Educational Weekly.*

THE STUDY OF ENGLISH IN OUR SCHOOLS.

The general tendency of our hasty American training is deplorably to ignore the importance of the study of the English language in our public schools. Weeks and months are exhausted in the pursuit of the dead languages, where hours are spent in the analysis and dictionary-study of our mother tongue. It is a revelation to the average common school teacher quite as appalling as the discovery of a new satellite, to read to them the masterly passages of Chaucer, Spenser, or of Addison. Their attention has been diverted into other channels of less depth and greater impurities. They have thought the "dry logic" of the language of very little value, and in case of an ambition to grasp something more profound than the ordinary literature of the masses, which is the bane of all mental weakness, they have been directed to the classic authors of antiquity. Although the Greek paradigm and the Latin subjunctive have a moulding influence upon the mind, yet the intrinsic value of a thorough study of old English is of equal importance. The Homeric strokes of poetic art are grand examples of imaginative literature, but the poetic muse soars no lower in the sublime passages of Spencer and Milton. A little study of these great authors will convince the student that there is "food for the mind" within the range of pure English. The teacher, standing as the archetype of concentrated wisdom, should inculcate this truth upon the minds of his pupils as soon as they begin to grope beyond the primary branches. He commands the lever by which the masses are to be raised from comparative illiteracy. Let him wield the sceptre aright, and the average pupil will not make the blunder of locating Chaucer among the Germanic emperors of the twelfth century, nor Wyckliffe among the semi-barbarians that fought against Rome.

A knowledge of the growth of English is as essential to make the ripe scholar, as a knowledge of the formation of the State. Since the school is the laboratory of the mind, it should be supplied with all the material necessary to equip the man for future usefulness, and we hope the day is not far distant when a knowledge of English authors will be an indispensable requisite for teaching.—*N. E. Jour. Ed.*

LIE NEVFR.

Not long ago, on an English steamer, four days out from Liverpool, a small boy was found hid away behind the cargo. He had neither father nor mother, brother nor sister, friend nor protector among either passengers or crew. Who was he? Where did he come from? Where going? Only nine years old; the poor little stranger, with ragged clothes but a beautiful face, full of innocence and truth! Of course he was carried before the first mate.

"How came you to steal a passage on board this ship?" asked the mate, sharply.

"My stepfather put me in," answered the boy; "he said he could not afford to keep me or pay my passage to Halifax, where my aunt lives. I want to go to my aunt."

The mate did not believe the story. He had often been deceived by stowaways. Almost every ship finds, one or two days out at sea, men or boys concealed among the cargo, who try to get a passage across the water without paying for it. And this is often troublesome and expensive. The mate suspected some of the sailors had a hand in the boy's escape, and treated him pretty roughly. Day after day he was questioned about his coming, and it was always the same story—nothing less, nothing more. At last the mate got out of patience, as mates will, and seizing him by the collar, told him unless he confessed the truth, in ten minutes, he would hang him on the yard-arm—a frightful threat indeed.

Poor child, with not a friend to stand by him! Around him were passengers and sailors of the mid-day watch, and before him the stern first officer, with his watch in hand, counting the tick, tick, tick of the minutes as they swiftly went. There he stood, pale and sorrowful, his head erect, and tears in his eyes; but afraid?—no, not a bit!

Eight minutes were already gone.

"Only two minutes more to live," cried the mate. "Speak the truth and save your life, boy."

"May I pray? asked the child, looking up into the hard man's face.

The officer nodded his head, but said nothing. The brave boy knelt down on deck, and, with hands clasped and eyes raised to heaven, repeated the Lord's prayer, and then prayed the dear Lord Jesus to take him home to heaven. He could die; but lie—never! All eyes were

turned towards him, and sobs broke from stern hearts.

The mate could hold out no longer. He sprang to the boy, told him that the believed his story—every word of it. A nobler sight never took place on a ship's deck than this—a poor, unfriended child, willing to face death for truth's sake.

He could die; but lie—never! God bless him! And the rest of the voyage, you may well think he had friends enough. Nobody owned him before; everybody was now ready to do him a kindness. And everybody who reads this will be strengthened to do right, come what will, by the noble conduct of this dear child.—*The True Citizen.*

"EDUCATIONAL SERVICE REFORM" was the subject of a recent lecture given by Samuel Elliot in the Lowell institute at Boston. In it he condemned the practice of giving to incompetent teachers the charge of the elementary branches. "No part of the country," he said, "seemed to recognize the necessity for employing the best teachers in this department, and that was a great and general evil. It was no place for the inexperienced or unsettled beginner. The best course of training in the best public schools of this country, from the lowest to the highest grade known to us, is not an adequate preparation for the teacher's work." He explained the qualities necessary to a good teacher as being, first, capacity in acquiring knowledge; next, for acquiring that knowledge so that it can be imparted to others; and, next, in the cultivation of those faculties, chiefly of thought and of expression, which help their possessor, whatever he or she may know. and, lastly, such experience, such modes and practice of managing children, such governing or disciplining of them, as will enable the teacher to impart his knowledge with the least possible friction and the least possible waste of his or her power. This is the upshot of all the teacher's work. The art of teaching was in character. The art depended on the learning and ideals of the person teaching, and these were not the fruit of any technical training.

OVERWORKED TEACHERS.—While our system of public schools may weigh too heavily, as it often does, upon the scholar, it makes demands upon the teacher which press with crushing weight upon his vitality, and come at last to take possession of the man or woman

with an almost overpowering presence. There is no grade of school which can be said to be free from these over-exactions. Primary teachers, grammar school, high school, college professors, are all more or less the victims of this overplus of labor and anxiety and professional wear and tear. Whoever invented written examinations for schools, weekly, monthly, quarterly, annually, was surely never the teacher's friend; and we hear a long-drawn sigh, as it were, coming up from the teachers of the land as they lay aside the last paper, as we do this, near the small hours of the night, and then, like Paul in the storm, cast out for anchors and wish for the day.—*N. E. Journal of Education.*

THE RELATIVE LENGTH OF SERVICE OF MEN AND WOMEN TEACHERS.—Mr. T. W. Higginson writes in the Journal of Education to refute the imputation of women teachers that their service is of a briefer period than the average of men, and that they oftener enter the profession as a temporary make-shift. "I have had no leisure," he says, "though I have tried to find it, to carry this investigation, further than my own residence, but of the permanent teachers employed by the city of Newport, for 1875–6, the 35 women have had a collective term of service in this city of 282 years, giving an average of 8.06 years, and the men, now six in number, show a collective service of 25 years, and an average of 4.23 years. Until other statistics are collected to refute these, I shall continue to suspect that much of the complaint against women teachers, on this score, is mere guesswork."

THE SOCRATIC METHOD OF TEACHING.—By skillful questioning the pupil is led to discover truth, and trained to think. Subjects are developed from the standpoint of the learner. The teacher stimulates and directs, but never crams. Pupils are encouraged to present their own thoughts. If correct the teacher deepens and widens these views by suggestive illustrations. If incorrect the absurdity is shown by leading the pupil to discover the legitimate consequences. Thus the burden of thought and research is thrown upon the learner, who at every step, feels the joy of discovery and victory, and the conscious pleasure of assisting the teacher.—*Educational Journal.*

INFLUENCE OF VALLEYS ON HEALTH.—Mr. Alfred Haviland lately informed the London Social Science Association that many diseases were induced by the common tendency to place houses in the valleys instead of on the hill sides. He says that valleys do not get a full share of fresh air. The winds blow over not through them, and the atmosphere within their boundaries is comparatively stagnant. His observations are therefore opposed to the common belief that valleys are especially channels for atmospheric movements; but his opinions are sustained by D. B. W. Richardson, who is good authority. The latter gentleman enumerated twenty-five or thirty diseases which he thought might be attributed to the propensity for valley homes. Among them are croup, influenza, scrofula, rheumatism, fistula, calculus, and possibly some malformations.

THE POPULAR DEFICIENCY IN HISTORICAL KNOWLEDGE.—We, as the inhabitants of a republic, need to know more of history. Not only our own history, but the history of other nations: their rise and downfall, their births and deaths, so that from their mistakes, we may guard aginst our own dissolution. But here comes the difficulty. Histories do not lay stress enough on this point—the causes that brought the changes—the birth, the revolution, or the death. This matter or point should be continually prominent, continually held up to view, continually in sight. Then history would be worth more to us as a people exercising the right of suffrage. Will not some one undertake this work, with this idea in view, and provide something to educate us in the direction of light, of which we are greatly in need?—*School Journal.*

RUSKIN'S IDEA OF WHAT A MAN OUGHT TO KNOW.—1, Where he is—that is to say, what sort of world he has got into; how large it is, what kind of creatures live in it, and how they do live; what it is made of, and what may be made of it. 2, Where he is going—that is to say, what chances and reports there are of any other world beside this; what seems to be the nature of that other world; and whether for information respecting it, he had better consult the Bible the Koran or the council of Trent. 3, What he had best do under these circumstances—that is to say, what kind of faculties he posesses: what are the present state and wants of mankind; what is his place in society; and what are the readiest means in his power of obtaining happiness and imparting it to others.

OFFICIAL DEPARTMENT.

OPINIONS.

POWERS AND RIGHTS OF DISTRICTS.

Q. Can a district, at the same meeting, rescind votes passed, and that too after some have gone out?

A. The meeting can rescind its previous action; it might be unfair to do so, after some have left. The remedy in that case would be a special meeting or an appeal.

Q. After an informal ballot, can an election be consummated by acclamation?

A. This would not be illegal, if acquiesced in.

Q. The board purchased some books for the district before the annual meeting and the district voted that they be paid for; was this legal?

A. It is an irregular mode of procedure, but if the district was satisfied with the purchase, it could sanction it.

Q. Can a district borrow money to furnish and seat a school-house?

A. That may be done, under section 114.

Q. If a new district is set off August 25, does it draw a part of the state school money, last apportioned?

A. This money should by that time be in the hands of the treasurer of the old district, and would be a part of the property of the district, a just share of the value of which is to be raised and paid over to the new one. The new district would not draw this part of the money at once.

Q. A new district was set off and the records of the old district were lost; and now there is a dispute whether the share of value of property due the new one has been paid over. How can it be settled?

A. The officers should know; but if the matter cannot be determined otherwise, the new district, especially if confident it has a claim, may proceed against the old one by *mandamus*, which will bring out the facts.

THE DISTRICT CLERK.

Q. Is the out-going or in-coming clerk to make the report?

A. It was of course intended that the out-going clerk should do it.

He is ordinarily in office till the last Monday in September, or later, and the report should be in the hands of the town clerk by the 10th. Even where the annual meeting is the last Monday in August, the out-going clerk should make the report. He can act as clerk for ten days.

Q. A man was elected clerk by one majority; it now appears that one person who voted for him was not a legal voter? Can the man elected serve, or not?

A. *Prima facie*, he is the legal clerk; it must be shown, in a legal investigation, that he is not entitled to the office, or he will continue to hold it, and his acts will be legal.

Q. Is the clerk's report, where there is a graded school, to be made earlier than in other cases?

A. It need not be, for although the school closes earlier than in most other districts, the school year does not close till August 31, in any district.

THE BOARD—TEXT-BOOKS.

Q. Can the board buy text-books if not authorized by the district? An agent has induced two of our board to buy. The treasurer refuses to pay the order.

A. Certainly not; and agents who visit members of a board personally, to persuade them to buy, know very well that they are leading them to violate the law, and ought to know that they are compromising the good name of the houses they represent. It is to be hoped that the "chart swindle" is not to be attempted in a new form. Your treasurer does quite right to refuse to pay the order, and the district should stand by him, unless they want the books.

Q. Is the consent of the whole board necessary to the adoption of a list of text-books?

A. The act of a majority would be legal, but unanimous consent would be better.

Q. Can an out-going board, before annual meeting, contract for seats, repairs, etc?

A. If the exigency of the case really really required it, it would be proper, but ordinarily it is best to await the action of the district as to important expenditures.

Q. Can the board rent a part of the school house which is unused?

A. No such power is given to it, or to the district.

FREE HIGH-SCHOOLS.

Q. Can the principal of a free high-school have general charge of the other departments, in the same building?

A. There is no reason why he may not; but that portion of his time which is spent on such work should be deducted in estimating the "cost of instruction" in the high-school.

Q. Having established our high-school as a "free high-school," can money previously voted for school purposes be used for the high-school?

A. This is admissable to the same extent to which it would have been used for a high-school, but you will not now need to use so much of it for that purpose.

Q. Can both of the districts, in a city, establish a free high-school?

A. They can, if the city "declines" to establish one. The city is a town, so far as this goes. (Revised Statutes, Chap. V, Sec. 20.)

Q. Will each draw money?

A. Only its proportion of "500" dollars. (Free High-School Law Sec. 13.)

MISCELLANEOUS.

Q. Can the treasurer of the district be elected chairman of the annual meeting?

A. There is no legal obstacle, but it is not to be recommended.

Q. Must a person own property in the district to be a voter therein?

A. The law does not so prescribe. He must be a resident.

Q. I was elected clerk, but have not been in the state a year; can I hold the office?

A. As you are not an elector in the state, you cannot be legally elected.

Q. I was elected clerk three years ago, in September, but one was elected at the annual meeting in August last; did my term then expire?

A. Yes, a "year" in the tenure of a district office, is not always a full calendar year; for instance, the time from the first meeting of a district to its first annual meeting is a year of office, and so in like manner the last year of your term was shortened a month.

Q. When a town board declines to divide a scattered but weak dis-

trict, can it, instead thereof, order the building of a second school-house, to accommodate a remote part of the district?

A. The town board has nothing to do with building school-houses. It could recommend the course mentioned, that is all.

Q. If a district meeting breaks up without adjournment and disperses, can part of the voters go back, reorganize, and do business legally?

A. Certainly not. If all went back it would do.

Q. Should a certificate be refused for habitual falsehood?

A. That is sufficient reason, but the evidence of the immorality should be clear.

Q. How is a school graded?

A. At the opening of the term the teachers employed should examine the pupils and classify them, placing a suitable number of classes in the lower grade, and the others in the higher. This should be done in the presence and with the sanction of the board. A third, and fourth grade, etc., may be formed, when needed. A common mixed school, if properly classified, is in one sense graded, but in the technical sense of the term, a school is said to be graded when the different grades are in separate rooms, under separate teachers.

Q. Between what ages precisely are children to be enumerated?

A. Those "over 4 and under 20." As soon as a pupil reaches 20 he ceases to be under 20; and as soon reaches 4 he may be said to be over 4. As there is ordinarily an increase of population, a larger number will be included in the enumeration who have not yet attended school than will be excluded who have attended—perhaps the past year.

Q. Can a town clerk demand payment from certain districts of the town for which he has secured school money, otherwise lost by mistake?

A. He is not authorized to do so, nor the district to pay him. The people in each district thus benefited could make up a little compensation for him. A town clerk is entitled to $2.00 a day for services in behalf the town.

Q. Can a teacher have a private examination who attended the public one?

A. This might be proper—for instance if the teacher was seriously

ill at the public one and could not work well. But of course shamming should not be countenanced.

Q. What is the standard for a certificate of the second grade?

A. There is no recognized uniform standard. There can be none unless the questions are uniform for the state—that is, of a uniform grade of difficulty. When some central board or authority controls the whole matter, such uniformity can be established for all grades.

Q. If I am elected treasurer for a full term and neglect to file a bond in season, but am afterwards appointed, do I hold for the 3 years or only till the next election?

A. Only till another election. You lost your right to the office for the full term, by the neglect.

CORRESPONDENCE.

A teacher whose graceful pen has furnished us in times past with some poetical contributions of merit, says in a letter written when about to leave the state:

Having taken the JOURNAL from the inauguration of the present series to the present summer, I have had some opportuuity of judging its value, which I can assure you has been to me very great. The four years of that time which I taught were I think successful, and that success was due in no small degree to careful perusal of the JOURNAL. If I were teaching I could not do without it, and I found it both pleasant and profitable reading when not so engaged. MRS. J. S. T.

SOLUTION OF THE EGG QUESTION.—First, A sells 7 of his at the rate of 7 for 1 cent, leaving 3 eggs; B sells 28 of his at the same rate, leaving 4 eggs; C sells 49 of his at the same rate, leaving one egg. Second, each sells his remaining eggs at 3 cents apiece. A then would sell 10 eggs for 1+9 cents; B 30 eggs for 4+6 cents; and C 50 eggs for 7+3 cents, each receiving 10 cents.

Solutions were furnished by G. H. Davey, Janesville, and another correspondent at Wilton, Monroe county.

QUESTIONS.

What qualifications are required of the Supreme and Circuit Judges of the U. S?

Sextonville. JAMES B. MOODY.

Were the President of the U. S. to be impeached would he act as President during the impeachment trial? SUBSCRIBER.

L odi.

EDITORIAL.

CO-EDUCATION IN THE UNIVERSITY.

It is a discouraging fact that a truth once proved will often not stay proved. Just as we fancy we have put some important truth before the community and laboriously convinced everybody that it is a truth, up starts some one who boldly denies it, and a widespread doubt compels us again to go over the whole argument. It matters not how plain and even self-evident the truth is. A bold and apparently honest denial is all that is needed to awaken distrust in the minds of half the people. Were we to write an article against the idea of the earth's sphericity, or to vigorously attack the utility of the multiplication table, we have not a shadow of doubt that we would make numerous converts.

One of the best illustrations of this phase of human perversity that has lately come to our attention is found in the result of the recent publication of the report of the last University Board of Visitors. The report proclaims to the world that co-education in the University of Wisconsin is resulting disastrously to the health of the young ladies therein, and lo! it is caught up by every newspaper from Portland to Puget Sound and multitudinous pens and voices are declaring co-education a failure in the abstract and in the concrete.

Now stop, listen and reflect, dear old, well-meaning, but excitable and unreasoning Public. What are the facts, the sober and unquestionable facts, lying like granite rocks beneath this little tornado that is so noisy among the dry leaves and branches above?

(1.) Co-education is no longer a new thing, an experiment. It has been in successful operation in Oberlin College for more than 40 years, in Antioch College for 24 years, in the University of Michigan for 10 or more years, and it now prevails in about 100 of the colleges and universities of this country. To call co-education in the higher institutions any longer an experiment is an absurdity. To call it a failure is to disregard all testimony. Says the admirable *Cyclopaedia of Education*, recently published, in a temperately and carefully written article on the subject: "Co-education in the higher institutions of learning has, during the last few years, been thoroughly tried in the United States, and the system has rapidly advanced, stimulated by the success which appears uniformly to have attended the experiment."

(2.) As to the intellectual ability of young women to compete with young men in the higher studies, there is no longer entertained a doubt. Their equal if not superior ability is proved by the uniform testimony of college presidents and professors. President Fairchild, of Oberlin, said in 1874: "During my experience as professor—twenty-seven years in all—I have never observed any difference as to performance in recitation." President Angell, of the University of Michigan, said the same year: "We have not had the slightest embarrassment from the reception of women. They have done their work admirably, and, apparently, with no peril to their health." President Magill, of Swarthmore College, reports for that institution a slight difference

in scholarship in favor of the young women. Professor Carpenter, in the article published elsewhere in this issue, makes a similar report for our own University.

(3.) Finally, as to the all-important matter of health. The statistics of Oberlin Collega, where identical co-education has been longest tried, appear to prove conclusively that the female graduates, as a class, suffered no injury in health from their college life. Up to the year 1873 these numbered 620. While the number of deaths among the *alumni* had been a little over 10 per cent., among the *alumnæ* it had reached only 9.67 per cent. President Angell, as already quoted, says of the young women in Michigan University that they have done their work "apparently with no peril to their health."

We have during the past four years had peculiar opportunities for becoming acquainted with many of the graduates and undergraduates of our own University. We have observed them during term time, on Commencement Day, and in several instances subsequently, when engaged in the work of teaching. Our observations have also been supplemented by considerable inquiry. We are prepared to express our belief that no evidence exists to show that the physiological results, to the young women, of co-education in the University of Wisconsin, differ from those reported above. The female graduates appear to be, as a class, in at least ordinary health. They show no signs of having suffered from their University life and work. Their own oral testimony, so far as we have received it, has in every case confirmed this.

Moreover, the female students in the State University compare favorably in health with those in our State Normal Schools, where identical co-education is carried up though a four years' course of coinsderable severity and where regents and official visitors have found no exceptional evidence of ill-health in the one sex.

The fact is that the opportunity for examination enjoyed by the recent Board of University visitors was so limited and its conclusions drawn from conditions so exceptional that these are not entitled to oracular weight. The Board made but a single visit during the last week of the year. The excitement, anxiety, and extra labor of the time told more heavily upon the girls than upon the boys. Of course the latter were physically more robust than the former. *They entered the University so and naturally continued so.* Hence they were *physically* better able to endure the special strains of Commencement week. Had the visitors appeared a month before they would have seen the students under normal conditions, and the evidences of ill-health among the girls would have been far less conspicuous. We venture the belief that no such a report as was made would have then been presented. Besides, the report was *not the unanimous expression of the Board.* Several members—and among them two very competent educational men—strongly dissented from the views and expressions of their medical associates, to whom the portion of the report under consideration is to be credited.

We simply add two undisputed facts: (1.) During the experiment of co-education in the University, thus far, abeences from recitations on account of sickness have been relatively less frequent with the girls than with the boys. (2.) The present health of the *alumnæ* of the University compares favorably with that of their male classmates.

SCHOOL SAVINGS BANKS.

A few months ago (March) we printed in the JOURNAL, under the above title, an article translated from the French, and accompanied it with a commendatory editorial notice, expressing the hope that during the year we might be able to give further information on the subject. We are pleased to notice that at the recent Social Science Convention at Saratoga, N. Y., in a valuable paper on "Savings Banks," the subject of teaching saving habits to the young in the public schools was prominently presented.

After considerable further reflection we are disposed to reiterate our belief in the practicability and desirability of adding this new feature to our educational system. That it is practicable the experience of England, France, and Belgium already clearly proves. In the town of Ghent alone, out of 15,392 pupils, no less than 13,032 are depositors in the Savings Bank, their aggregate deposits being $92,560, or an average of more than $7 each. In France more than 230,000 saving scholars are reported in 3,200 schools. In Great Britain the system is popular and is constantly becoming more widely diffused and more useful.

That it is desirable for a people to possess habits of thrift will be questioned by no one. That the taste for and habit of saving, as all other good habits, can be best cultivated in the young, is equally an educational axiom. We very much doubt if any other quality ranks higher among the elements that make up good citizenship than that known as "thrift." The man who, for the sake of accumulating property, practices self denial and puts weekly or monthly into a savings bank his surplus earnings, is in general a good citizen. He may not be a scholar, he may even be illiterate, but he will pretty surely be industrious and law abiding. More useful as a citizen is the illiterate but thrifty accumulator than the thriftless prodigal who is well versed in the "three R's."

In the mere arts of reading, writing, and numbering there is no such magical power to benefit the individual or the state as is generally imagined. They do not of themselves guarantee *good habits*—the true basis of individual and national prosperity. They ought to be supplemented in school culture to a greater extent than at present, by systematic instruction and discipline in what pertains to the *conduct* of good citizens—truthfulness, industry, temperance, frugality, courtesy, obedience, etc.

Whatever tends to enlarge in this direction the present narrow and almost exclusively intellectual training of the schools is to be heartily welcomed by all good men. The establishment of school savings banks on some secure basis in state law and control, and the general cultivation thereby in the young of the virtue of frugality so largely deficient among our people at present, should, we believe, have the fullest approval of educational men. Our next issue will contain an extract from the excellent paper read at Saratoga and referred to above.

A teacher in New York city, after careful examination, says school seats should be on the front edge, not more than one fourth of the height of the occupant.

FAILURES TO PASS.

Some time ago we spoke of the discrimination needed between scholarship and ability to teach. There are young persons whose natural gift for teaching is unusual, who succeed well in schools of small advancement but whose scholarship is limited. They understand well the ground they have gone over, and the intelligent superintendent gives them credit accordingly, and without misgivings grants them a limited certificate or one of low grade, feeling quite sure that they will advance, and not only come up to the mark, but pass on to higher grades, if they continue in the work.

There is another class of teachers whose scholarship is not only defective but almost hopeless. They manage perhaps to get certificates under careless or inefficient superintendents, and with some knack at keeping school, and keeping their deficiencies out of sight, they go along until a change of residence or a change of superintendent brings their scholarship to a sharp test. The consequence is, first a sudden collapse; second, great indignation; third in some instances, if discretion does not get the better of their anger, an appeal to the State Superintendent. This is usually attempted in an irregular way without any notice to the County Superintendent. If the State Superintendent good-naturedly points out to them their erroneous mode of procedure to obtain redress for a supposed grievance but allows them to sit down and write out answers to average questions on a few branches, as a test of the reality of their grievance, the result almost uniformily is that not only limited but most defective scholarship is brought to light. We remember scarcely a case in ten years, where an appeal has been taken successfully unless it was where the refusal of a certificate was upon other grounds than want of scholarship—the result perhaps of personal feeling; and this seldom happens.

Unfortunately, however, we have had a number of superintendents who not only let down the bars, but virtually took them away; so that examinations were almost a farce. This not only let in the incompetent and largely displaced the competent, but it took away that healthful stimulus to improvement which is sure to attend the efforts of a faithful and intelligent superintendent to raise and to keep up the standard in his county. And when such a superintendent has succeeded an easy-going, inefficient one, great has been the outcry from scores of would-be-teachers whose slender attainments long ago fossilized in a milky state, and have only grown stale by lapse of time. Of course good superintendents, like other men, make mistakes, and they may not always temper their wholesome zeal with quite enough of discretion or of mercy; but to a large extent, the outburst of complaints of harshness, of favoritism, of personal dislike, etc., as well as an occasional appeal to a higher power, indicates that a wholesome and much needed reform is going on in the quarter from whence the complaints come forth.

On the whole, the examinining and supervising as well as the teaching force of the state is improving, and we look for an advance in this respect, in the changes that may result from the approaching election of county superintendents. It is earnestly to be hoped not only that all the good ones will be retained, but several added to their number.

We expect to have the Programme for the Semi-Annual meeting of the Assoc for next month's issue.

READING FOR TEACHERS.

[The following circular has been distributed at Institutes, but many readers of the JOURNAL have doubtless not seen it.—EDS.]

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
MADISON, August 25, 1877.

In preparing the following list of books for teachers' libraries, reference was had (1) to the standard character of authors and volumes; (2) to a proper representation of the different departments of literature; (3) to convenience and economy in the size of the volumes.

It is believed that not a single trashy volume is included; not one likely to be, or to be considered, less valuable ten or twenty years hence than now.

It was very difficult to determine what should be included or excluded under the different divisions, History, Biography, etc. If the representation is not the best that could have been made, the persons and subjects involve considerable variety, and are certainly worthy of introduction into any library.

In the convenient size and low price of the volumes, but little more could be desired. The historical works, especially, are marvels of cheapness, as well as of excellence. The price of the Students' Series is only one-half that indicated in the catalogue. This, however, is a special rate to teachers.

By the joint action of the teachers of a county, all the books of this list can easily be secured as a common teachers' library. Such action has already been taken in a few counties. It is strongly advised, however, that every young teacher should secure as his own possession, at least the ten historical volumes, with Porter's "Books and Reading," and Putnam's "The Best Reading." With these constantly at hand, a good foundation of historical knowledge can be laid, at small cost of money and time. It is recommended that the historical works be read in the order given.

In the other divisions no particular order or course of reading is suggested. Tastes differ so widely that it is better to allow each person to follow his own inclination. But let every one, in the beginning, decide what books will most interest or profit him, and, having arranged a course for himself steadfastly pursue it, devoting *some* portion of every day to its accomplishment.

Moreover, let every teacher take and carefully read one of the *metropolitan newspapers*. The New York weekly *Tribune*, and the New York weekly *Evening Post* are recommended. Send postal cards for sample copy of each, addressed to "*The Tribune*," and "*The Evening Post*," New York city. After noting the character and terms of each, subscribe for the one that appears the more interesting.

HISTORY.

The Student's Ancient History of the East, H. & B.	$1 00
The Student's Greece, H. & B.	1 00
The Student's Rome, H. & B.	1 00
The Student's Gibbon, H. & B.	1 00
The Student's France, H. & B.	1 00
Green's Short History of the English People, H. & B.	1 00
Guizot's History of Civilization, 1 vol	1 50

Creasy's Fifteen Decisive Battles, H. & B.	1 00
Cox's Crusades, S. A. & Co.	1 00
Irving's Conquest of Granada, P.	2 25
Goldwin Smith's Lectures on the Study of History, H & B.	1 75

BIOGRAPHY.

Plutarch's Lives, H. & B.	$2 00
Modern British Plutarch, H. & B.	1 00
Jameson's Female Sovereigns, H. & B.	1 50
Hughes' Alfred the Great, O.	1 25
Macaulay's Frederic the Great, H. & H.	75
Barrow' Life of Peter the Great, H. & B,	75
Gaskell's Life of Charlotte Bronte.	1 25
Wirt's Life of Patrick Henry.	1 50
Autobiography of Benjamin Franklin, H. & B	1 50
Bunsen's Life of Luther, H. & H.	75
Macaulay's William Pitt, H. & H.	75
Trollope's Columbus, H. & H	75
Liddell's Julius Cæsar, H. & H.	75
Parton's Life of Horace Greeley, O.	2 00
Smiles' Life of George Stevenson, H. & B.	1 50
Smiles' Self Help, H. & B.	1 50
Smith's Mohammed and Mohammedanism, H. & B.	1 50
Hugh Miller's My Schools and Schoolmasters.	....

FICTION.

SCOTT'S NOVELS,—Ivanhoe, Talisman, Old Mortality, Waverly, Pirate, Bride of Lammermoor, Guy Mannering, Antiquary.
BULWER'S NOVELS.—Last Days of Pompeii, Rienzi, Last of the Barons.
DICKENS' NOVELS.—Oliver Twist, David Copperfield, Pickwick.
George Eliot's Adam Bede, Daniel Deronda, Romola.
Charlotte Bronte's Jane Eyre.
Miss Muloch's John Halifax.
Hawthorne's House of Seven Gables.
Thackeray's Henry Esmond.
Kingsley's Westward Ho!
Cooper's Leather Stocking Tales.

ENGLISH LITERATURE.

Shaw's English Literature, S.	
Trench's English Past and Present, S. A. & Co	$1 50
Bartlett's Familiar Quotations.	3 00
The Best Reading, P.	1 50
Porter's Books and Reading, S. A. & Co.	2 00

ESSAYS.—Emerson, Macaulay, Lamb, De Quincey.

SCIENCE.

Lyell's Student's Geology, H. & B.	$1 00
Orton's Comparative Zoology, H. & B.	1 50
Reclus's Earth, H. & B.	3 00
Reclus's Ocean, H. & B.	3 60
Flammarion's Atmosphere, H. & B.	3 60
Winchell's Sketches of Creation, H. & B.	1 50
Perry's Elements of Political Economy, S. A. & Co.	2 50
De Tocqueville's Democracy in America	...

EDUCATIONAL.

Page's Theory and Practice	$1 25
Wichersham's School Economy	1 50
Wickersham's Methods of Instruction	1 50
Life and Work of Pestalczzi, V. B. & Co	1 20
A Manual of Methods, V. B & Co	1 00
Northend's Teacher's Assistant	1 25
Quick's Educational Reformers, C	2 00
Hamerton's Intellectual Life	2 00
Blackie's Self Culture, S. A. & Co	1 00
Hale's E. E., How to do it	1 25
Bautain's Art of Extempore Speaking, S. A. & Co	1 50

POETRY.

Bryant, Longfellow, Whittier. Lowell, Holmes, Tennyson.

Homer's Illiad and Odyssey—Bonn's edition, translated by Pope. 2 vols., each	2 00
Shakespeare—Rolfe's Select Plays, H. & B., each	50

TRAVELS AND ADVENTURES.

For Books under this head, see Catalogues of Harper & Brothers and Scribner, Armstrong & Co.

It is very desirable that teachers should not only have and read books, but that they should know where and how to obtain the best books. The names of the leading publishers, and at least the peculiar types of books published by each, ought to be familiar to them. To this end it is advised that teachers *obtain, preserve and study the descriptive lists* of books published by the leading houses. These lists will be sent free by the publishers to any one, on application by postal card. The following houses include those already designated by initials:

D. Appleton & Co., New York.
H. & B.—Harper & Brothers, New York—(or W. J. Button, 117 State St., Chicago.)
A. S. Barnes & Co., New York.
P.—G. P. Putnam's Sons, New York.
H. & H.—Hurd & Houghton, New York.
Henry Holt & Co., New York.
S.—Sheldon & Co. New York.
S. A. & Co.—Scribner, Armstrong & Co., New York.
Scribner, Welford & Armstrong, New York.
Macmillan & Co., New York.
O.—J. R. Osgood & Co., Boston, Mass.
C.—Robert Clarke and Co., Cincinnati, Ohio.
J. B. Lippincott and Co., Philadelphia.
V. B. and Co.—Van Antwerp, Bragg and Co., Cincinnati, Ohio.

A love of books can be acquired only by those who find pleasure in using them; and hence, whoever would cultivate in himself or others this most desirable taste, should select, especially at first, such works as can be read with sustained and quickened attention.—*Dr. Potter.*

As concerns the quantity of what is to be read there is a single rule—read much, but not many works.—*Sir. W. Hamilton.*

EDWARD SEARING,
Superintendent of Public Instruction.

NEW PUBLICATIONS.

A NEW LATIN READER, with Exercises in Latin Composition. By ALBERT HARKNESS, Professor in Brown University. D. Appleton & Co., New York. Price $1.00.

Dr. Harkness' Grammar and other books in Latin are well known to be standard works, widely used. This book combines the reading and writing of the language. The study of Latin, to the extent of ability to read it fluently is an admirable discipline and a valuable acquisition, but we have grave doubts whether in this busy age, when so much else demands attention, it is wise to require the Latin student to do much in the way of composition. For those who sympathize with this view of the subject this book furnishes a shorter course. It dispenses with the "Introductory Latin Book" and provides for the pupil, in a single volume, a sufficient companion to the Latin Grammar. Taken as a whole, the book is the most admirable thing of the kind we have seen. The ripe scholarship and sound judgment of the author can be relied upon, and the "Suggestions to the Teacher" are of great value not only to the pupil but the inexperienced teachers. The book will meet a wide felt want.

A GRAMMAR, Containing the Etymology and Syntax of the English Language. By WM. SWINTON, author of "Language Series," etc. New York: Harper & Brothers.

The idea underlying this book, and it is a sound one, is that theory and practice should go together. It is the fitting complement of the author's School Composition. If a boy or girl has not time for both, by all means let the "composition" be attended to, for it is possible to learn to write passably well without knowing much of rules, but it is is far better to know the rules and reasons for what we do. Under a competent teacher who can catch and carry out the author's idea that the two should go hand in hand, there will be no difficulty. In all enlightened school circles the time has gone by when the dry bones of grammar are to be studied apart from the flesh and blood of the living language. The little book before us contains as much grammar as it is profitable to attempt in the common school. The two books, Composition and Grammar, may be had bound in one volume. We expect good results from this new departure.

GOOD USE FOR A DIME. Orange Judd & Co., 215 Broadway, New York, make a special offer to send for this sum half (half price and postage) the number for October 1st, of the *American Agriculturalist*. This number, besides over 50 engravings, contains a great amount of useful, practical, reliable, seasonable information, not only for the Farm and Garden, but for the Household, Children included. Most will get from it hints and suggestions worth ten or twenty times its cost. Better still, to send $1.60 and receive the paper post-paid from now to the end of 1878—that is, all of volume 37, with the rest of this year free. (Two copies for $1.50 each). Nowhere else can one get so much really valuable, paying information for so little money—not three cents a week, a sum easily saved or produced extra, which the paper will be sure to help one to do. This Journal is prepared by practical men and women, who know what they talk and write about from actual experience and large observation, and they can and do greatly aid others to profitable planning and working. Many single hints

and suggestions each abundantly repay a year's cost. The fearless exposures of quackery and humbugs in every number, are invaluable, and have saved its readers and the country thousands of dollars. The departments for the household and children are pleasing and instructive. Every nnmber of the paper is beautifully illustrated. In short the *American Agriculturatist* is full of good things for every man, woman, and child in city, village, and country. Send $1.60 for 14 months, or at least send a Dime for the half-price specimen now offered, and see it for yourselves.

NOTES.

The impression has been extensively conveyed to teachers the past year, it seems, that on application they will be supplied with the school code. This is not practicable. No more copies are left on hand now than will be necessary to supply new districts, and districts which have failed to receive a copy, or have lost the one received. A teacher can always borrow of the clerk.

It was the intention of the State Superintendent to make some changes in the statistical blanks sent this year to school officers. The necessity of an antecedent modification of the school law, however, escaped his attention during the last session of the legislature, and the blanks were necessarily again prepared in conformity to the statute requirements. An effort will doubtless be made at the next session to simplify these requirements in the interest of greater accuracy in essential points.

Prof. J. D. Butler, the well known scholar, traveler, lecturer, and antiquarian, of Madison, has recently returned from what he calls a "scamper" over the state of Nebraska. He traveled therein many hundreds of miles by railway and carriage, and reports a marvelous progress made since his last visit a few years ago. Prof. Butler is in the lecture field again for the coming winter with such delectable themes as "Hash": "French Fun, Faith, Fur and Falsehood in Wisconsin," a lecture on the early history of the state; "Mosque of Omar"; etc., etc.

Prof. Harvey's article on "Ventilation" in the present number is worthy of attention. It indicates the idea which is embodied in the ventilating apparatus he has invented and patented. We are disposed to think this apparatus is well worthy the attention of school boards as a cheap and apparently effective means of remedying one of the worst evils of the school room. After a trial of nine months in 13 of the school rooms of Sheboygan, the Superintendent and the President of the Board of Education of that city testify that it "has given perfect satisfaction," and unite in recommending it to all school boards interested in solving the problem of ventilation. We understand that Mr. Harvey is making arrangements for the extensive manufacture and introduction of the device, upon which he has taken out two patents.

The Marshall (Dane Co.) Academy, lately re-opened under F. W. Denison, A. M., is gathering in pupils in goodly numbers.

The "River Falls Institute," after having been closed about two years, was re-opened, Sept. 25, 1877, and is to be conducted by M. E. Severance, A. B., as Principal.

We learn that Big Foot Academy, (Walworth county), has commenced work for the year; with W. F. Place and wife in charge, attendance about 30 or 40; also that Sharon Academy in the same county, is in charge of a lady from the east.

We have received a catalogue of the Janesville Classical Academy, located in Janesville, Wis., and now in the third year of its very successful history. The school is under the mananagement of Prof. John P. Haire, A. M., an accomplished scholar, teacher and gentleman, and is doing excellent work both in the line of college preparation and training for business life. We are informed that the third opens better than either of the preceding years —with fuller attendance and better promise. Two courses of study are presented—the Class-

ical and the English—each extending over four years. We recognize in the Board of Trustees the names of the most substantial citizens of Janesville. Our acquaintance with Prof. Haire and with the advantages of Janesville, as an intelligent, healthful, moral and thrifty city, leads us to commend this school as worthy of patronage. We endorse the words of the catalogue: "The West needs Acadamies of a high order, such as New England has at Andover, Exter, Quincy, and Easthampton." Is the success of the recently established Academies at Racine and Janesville a sign of an Acadamic revival?

We have received a copy of the *Lansing Republican* containing a full report of the proceedings of the State Teachers' Institute held in Lansing, Mich., August 20th-25th, 1877, and referred to in our last issue. From this printed report, and also from a gentleman who was present, we learn that Prof. Robert Graham of this state, one of the four experts who were engaged as conductors from abroad, made a most excellent impression by the clear, terse, and happy way in which he presented his own exercises. We cannot forbear quoting a few sentences from the report, which says: "Phonics, the next topic, was discussed by Prof. Graham. A good deal of amusement was created bv the professor repeating a short proposition, credited to Chas. Dickens, and then calling upon several different members of the class to repeat it after him. As no one was able to do so, and as he declined to repeat it, a very important point was gained—curiosity was awakened, attention was secured. This led to the enunciation of three essentials, memory, attention, obedience. Prof. Graham's exercises, while very entertaining and instructive, are exceedingly difficult to transcribe with a sufficient degree of accuracy to do him justice."

On Wednesday evening, says the report again, "Prof. Graham delivered a very able discourse upon the subject of School Government, containing many valuable hints to teachers." Then follows an outline of the address. On Thursday the Professor conducted an exercise in Reading which is described as "a very valuable one to the class, the interest and enthusiasm being very apparent."

It is clear from the printed record that Mr. Graham's success was unmistakable, but a disinterested spectator assures us that his work was the most practical and impressive of all presented, and that the Wisconsin institute system as explained by him was considered a model.

We are pained to record the death of Miss MARY A. KING, for five years an honored teacher in the public schools of Beloit. The following tribute to her memory has been furnished for our pages:

OBITUARY.—Died in Beloit, Sept. 28, of typhoid fever, Miss MARY A. KING, aged 22 years. Thus we chronicle the death of a faithful teacher. Miss King was born and educated in Beloit. Immediately after her graduation from the High School, five years ago, she entered upon her work as a teacher in a Primary Department of our public schools; at the time of her death, she was Principal of Grammar Department, No 1, which position she had held for nearly three years. From the commencement of her duties, until death closed her labors, she was a conscientious and successful worker, deeply loved by her pupils, and honored by all with whom she was associated.

Added to those qualities of mind and character which ensure success as an instructor of others, Miss King possessed rare charms of manner and person, which fitted her to shine brilliantly in social life; and her grace, her wit and her power to please caused her society to be sought by young and old. In the department of literature, Miss King had already achieved marked success. As a writer of both prose and poetery, she had become favorably known, and her writings had secured for her substantial reward. In the church where from childhood, she had been a faithful worshiper, she was constant and untiring in all Christian duties. At home, she was the affectionate daughter and sister, by her cheerful presence and unselfish devotion lightening the sorrow which a mother's death, two years before, had caused. She is missed everywhere, but her memory, like the memory of God's faithful ones, is a blessing and help to those who are left behind. A star has vanished from our sky, but it shines with pure, unfading light in the far-off skies of Heaven. M. E. H.

At a recent teachers' examination in a certain county in this state a lady who had held certificates for the past five years, bounded Wisconsin on the north by the North Sea, and said the Po was the longest river in Europe, Another old teacher being asked by the superintendent whether this country is a Democracy, replied: "No. But it would have been if Mr. Tilden had been elected. Since Mr. Hayes was elected it is a Republic." We are informed that these were not exceptional answers.

In a recent interview with Senator R. E. Davis, now candidate for Lieutenant Governor, we were convinced, from evidence presented—consisting partly of official papers on file in the office of the Secretary of State—that in the history of the "Text-Book Conspiracy," published in our April issue, injustice was done that gentleman in representing his connection with the famous Madison Printers' Bill. Senator Davis assures us that the bill he introduced was not a "dead-head," that it was a genuine bill providing for state uniformity, that he did not introduce and was not responsible for the "Atwood Bill." For fuller particulars of his real relations to the text book measure than we can here give we refer to an article recently published in the *Milwaukee Commercial Times*

We take peculiar pleasure in correcting the misapprehension which is to some extent prevalent respecting Senator Davis' educational attitude last winter, for the reason that to him the friends of education in the state had previously been put under special obligations for his effective and well known aid in securing the High Shool law, the University endowment, the uniform school month, and other important and useful school legislation.

Principal Sprague, of the Evansville High School has issued in behalf of the same an "Announcement" which has particularly pleased us. It sets forth clearly the relation of the High School to the country district schools and invites co-operation on the part of the latter. Among the other good things in the circular is the following, which we commend to the attention of other principals:

"A set of examination questions, indicating the scholarship required for admission to the High School, will be submitted to the more advanced scholars of each of the several schools in this part of the county, at the close of the Winter term of school, and the results, giving the number examined in each school and the comparative standing of the schools, will be published."

We are pleased to note the general prosperity of the schools in Beloit. The High School is full, a larger number of pupils from without the city than usual being in attendance, and an additional teacher has become necessary; Miss Carrie Spooner, from Delavan, has been chosen to fill the position, Miss Sarah M. Belden and Miss Martha E. Hazard being the other teachers in addition to the principal Mr. W. H. Beach. Miss Hazard succeeds Miss F. W. Lewis, resigned. Miss McMindo is principal of the Advanced Grammar department.

The institute season is nearly closed, doubtless greatly to the joy of the hard worked conductors. The last revised list embraces between August 6th and Oct. 26th, 46 institutes in 45 different counties. About one half of them continued for two weeks, the others one week. They have reached and more or less benefited a vast number of teachers. The work has been efficiently conducted.

Of the Institute at Sturgeon Bay, Mr. C. M. Smith, principal of the school there says; "Although the attendance was small, only 30 members being enrolled, yet interest was unusually good, nor could it well be otherwise under the thorough and efficient management of the conductor Prof. Salisbury, who for the first time appeared before the teachers of Door county and by whom it is is earnestly hoped that it may not be his last appearance at the "Door," as all felt stronger and better prepared to enter the work of the coming year after receiving one week of his thorough culture in methods and discipline."

Supt. Chapman, of St. Croix county, says: "The Institute at this place the last week in August, under the supervision of Prof. Thayer, was a complete success. It is impossible to tell the amount of good, Prof. Thayer has done in his Institute work in this county. Those under his supervision have to *work* and *think*. Sixty-two life members were in attendance, and a large yet thorough amount of work was done.

M. J. Smith, Superintendent of Racine Co., writes: "We have just closed a very successful Institute at Rochester, conducted by Prof. A. Salisbury. About 70 teachers were present and a great deal of hard work has been done. Prof. Salisbury has reason to feel proud of the reputation he has left behind him in Racine county. He has done a work here the effects of which be felt for years."

The secretary of the Trempealeau County Institute, who sends a good account of Prof. Thayer's work with the 81 members enrolled, suggests:

"Would it not be advisable to supply each institute conductor with a globe and tellurian to be used at institutes under their charge?"

Doubtless the labors of institute conductors would be rendered more effective could they command the use of adequate apparatus. The difficulty would be its constant transportation. We must pass beyond these peripatetic normal schools in due time, and have more with a local habitation.

We would call attention to Mr. Lane's advertisements of New Text Books, published by D. Appleton & Co. We noticed the beautiful little history last month, We notice the Latin Reader this Month.

In a note last month we mentioned that Harpers' School Geography had been introduced into the public schools of St. Louis. Mr. F. S Belden, agent for Cowperthwait & Co., desires us to say that this is a mistake; that a majority of a text-book committee recomended them, but that the board adopted the report of the minority and retained Warren's.

American books are esteemed more highly across the water now-a-days than they used to be. A late number of *Nature* (London) in a highly favorable review of Jordan's "Manual of the Vertebrates of the United States" says, "a glance through it makes us feel how useful a similar one on the British vertebrates would be to students and collectors." We noticed this book in the June number.

Agassiz was won't to say to his pupils, "describe the specimen you are studying so that I can identify it without seeing it and then I will tell you its name." Some method by which this idea could be practically applied in ordinary class-work, has long been a desideratum. Whipple's "Analysis of Animals," which Messrs. Jansen, McClurg & Co., Chicago, have in press, appears to be intended to accomplish the same results. A "Key" to the characteristics of all the different grades of all kinds of animals, enables the student to make a complete description of any animal. The explanations are compact, clear and sufficient, and there will be blank pages for the written exercises.

A fact that we should like to have a good many very excellent people remember is this: School books in general, are the cheapest books in the market. They are as a rule, made of the best material as to paper, printing, and binding; and where maps and illustrations are used, as is almost universal at present, they are far superior to the same kind in miscellaneous books. They are cheaper, too; the prices are from 25 to 33⅓ per cent. lower than the best class of miscellaneous books that are constantly sold and bought without complaint. Another element in the cost of a good school book is the authorship, an expensive item, for it requires rare scholarship, experience and tact to produce it, and in this the laborer is surely worthy of his hire. School books are the cheapest product in the market.—*Ed. Reporter.*

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PROMOTIONS IN GRADED SCHOOLS.

I have endeavored, as far as practicable, to avoid making this paper a compilation from the various authors on School Economy; but have rather wished it to chronicle the difficulties that have arisen in my own experience and the means by which they may have been overcome.

The people have long felt, and the fact is being appreciated by educational men, that our system of education is not rendering a proper equivalent for the time and money expended upon it. The results are not satisfactory. Boys and girls go through the course prescribed by the schoool authorities, and are fitted to do but little towards earning their own living. So slender are their attainments, even in the work professedly done, that many of them would be unable to obtain a third grade certificate. These failures occur, not indeed in the branches commonly considered the more difficult, and consequently left until the last year or two of the course, but in the studies which are nominally completed in some of the lower classes.

Pupils pass from our graded schools every year and are sent out to the world with diplomas, which are signed by learned principals, testifying that the bearers are qualified to enter on the courses of our University, or that they possess a good common school education, who know little more of arithmetic than a superficial knowledge of its fundamental rules, whose penmanship is a disgrace to themselves and to the teachers who instructed them, who cannot construct, cor-

rectly, easy English sentences, and who can not possibly pronounce correctly such words as *the*, and *to*.

Why is this? Yes, that is the question; and a question, by the way, which it is vastly easier to ask, than to answer. It is our purpose to discuss but one of the several factors that enter into this problem, and that one is the system of promotions that prevails in most of the graded schools of the State and the country.

Let us first look at some of the defects of the system. Uniformity of classification has been carried too far. The wish to have the school move with the precision of a machine has crowded out other and better aims. Strict classification has been pushed to its extreme limit without due regard for the greatest good. The wants of the individual have been gradually ignored until, instead of the boy and the girl, the class has become the unit. High class standing has been sought rather than the development of the individual. Teachers have been anxious to graduate classes rather than to educate men and women. It is assumed that a given amount of drill will produce like results upon each of a score of minds. This is not right. Not until there can be found in the ocean two shells that are alike, or a series of flowers upon the land, each individual of which is precisely similar to the typical plant, can we hope to find two persons whose mental capabilities are similar, or whose minds will be correspondingly developed by the same drill.

Injustice is done to two classes of pupils by the system of class promotion; to the brightest, and to the dullest. The brightest children are held back to await the progress of those of average ability. Their minds, capable of grasping readily and mastering rapidly the subjects presented, are kept in a state of idleness for much of the time. It is impossible to keep them constantly at work on the grade studies, and the consequences are inattention in recitation, and the formation of idle habits during study hours. Very often the boy who is able to perform a task in half or two-thirds the time required by his duller neighbor, neglects his work, puts it off till the last moment, and then either does it in a very superficial manner, or fails outright in recitation. It thus happens, and not infrequently, that those boys and girls who ought by reason of their native ability to be at the head of their class become laggards and eventually fall out of the

school with habits of confirmed idleness, that will cling to them throughout life, rendering them inefficient and useless members of society. And all this through no fault of their own, but because a uniform grading of the school demanded that they should keep along with the class when they were able to do from a half to two-thirds more than their duller and therefore more fortunate classmates.

The dullest members of the class are unfairly treated by this method of class promotion. They are unable to seize and comprehend a lesson, as readily as a majority of their mates, but they must not drop a study, for that will cause them to be irregularly classed, so they are crowded forward with but little reference to thoroughness.

They hurry over a subject without comprehending its full significance, and are promoted with their class to the studies of the next grade, where the same process is repeated, and so on, but not to the end of the course, for the inevitable result of such a procedure is to discourage the pupil and to create a distaste for all kinds of intellectual pursuits. Sooner or later such pupils drop out of the school, and by the time the highest department is reached the class that was started in the primary room with thirty members has shrunk to ten or less.

Again, classes are very often advanced from one grade to the next before they have thoroughly mastered the subjects that belong to the lower one. This more frequently occurs in the attempt to keep the brighter pupils busy and at the same time to adhere strictly to the plan of class promotion. This is a temptation into which a teacher is peculiarly liable to be led, as both pupil and parent are generally anxious for the former to be pushed on, and are usually alike unable, or unwilling to distinguish between an advance in grade and mental progress. So that the boy or the girl has a new book all that is desirable is supposed to be attained. Doubtless all will agree that the difficulties mentioned are actual, and probably very many will disagree concerning the causes of the same and the means by which they may be removed. Be that as it may, we pass now to the treatment of the disease.

While a firm believer in rigid classification, I am not one of those who believe that it is not compatible with radical changes in the present mode of promotions. The basis of classification should

be rather a thorough mastery of the study than a uniformity of memmership. As a rule, promotions should not be made on the low standard of scholarship now so frequent. After a thorough drill on any branch pupils should be able to pass a good examination. A pupil who is able to answer but six or seven of ten test questions on a subject, that he has presumably mastered, is not fit to drop it and take up one more advanced. A lack of thoroughness is one of the worst evils of our system of education.

But while a low standard of attainments is greatly to be deprecated, it is not always wise to set up an arbitrary one to whose requirements all must conform on pain of instant decapitation. It is sometimes wise to promote an entire class even where all of its members have fallen far short of a good standing in some specified branch. Not, indeed, that the class should drop the imperfectly mastered subject, but that the best interests of all may demand that they carry it forward to be completed at some future time. The average standing of the class on any given study would seem to be the best standard for promotion. This arrangment would have the effect of keeping such pupils in the same class as are equal in ability, or present attainments. At the same time let it be understood, in case of a low average, that the standing on that particular branch must be brought up so as to evince familiarity with all its details before the individuals of the class can be graduated.

But there will sometimes be those who will fail to pass a creditable examination, by reason either of carelessness, or a want of ability to comprehend the subject. Such pupils must be refused promotion, the the former class as a punishment, the latter on the ground that they can make better progress without it. The cases of such pupils demand, and should receive special attention from the teacher. The parents of those who fail through indolence should have prompt notice of the causes of their child's degradation, and energetic measures looking to a reformation in his habits of thought should be speedily undertaken. The dull ones should be kindly encouraged to persevere, and care should be taken to remove, as far as may be possible, all feelings of inferiority. No pupil should be permitted to fail more than once on the same study. Such an occurrence must necessarily be terribly humiliating, and should be the signal for seriously questioning the

ability or the integrity of the teacher in charge; and it may be here remarked that the efficiency of a teacher should be, to a large extent, gauged by the percentage of pupils who attain a high standing in the examination.

No pupil should ever be turned back in all the studies of a grade because of a failure in a part. Because a child fails in reading is no cause for compelling him to go over the grade work in geography and word analysis. Because a child does not pass an examination in algebra and grammar, it does not follow that he must do over again the corresponding work in arithmetic. There is no justice in the plan, nor does it savor very strongly of common sense. Still this is the plan that is commonly pursued. It would seem that a sound policy would dictate that a failure in one or two branches should work a forfeiture only so far as those branches were concerned, and that a pupil, passing his examination even on a single branch, should be permitted to advance in that direction irrespective of his attainments in another.

Nor is this all. Whenever a pupil evinces an ability to do more work than the other members of his class, such work from other grades should be given him as will occupy all his time. Better that uniformity of classification should suffer a death-blow, than that one young mind should contract habits of idleness, for close at the door of idleness mischief lurks, and mischief thus engendered swiftly produces evil.

On the other hand, whenever it becomes apparent that a child is over-worked and that, whether by reason of feebleness of mind or of body he is unable to keep up all the studies of the course, there should not be a moment's hesitation in permitting him to drop a portion in order that he may properly carry on the remainder.

In short, whatever in the present organization of graded schools tends to rigid uniformity at the expense of individual growth is radically wrong and demands reformation. Let us have closeness of classification based on individual fitness, rather than that dull uniformity that stands directly opposed to all natural law. The demand of the times is for men of strongly marked individuality. Be it the task of the schools to produce them.

A. A. MILLER.

Read at Green Bay, July 19, 1877.

WHAT I SEE IN THE SANDWICH ISLANDS.

A few months ago I was strangely possessed by the "spirit of unrest," and nothing satisfied me until I had my trunks packed and ticket bought for Honolulu, the capitol of the Hawaiian Kingdom. Unfavorable winds tossed our barque upon the Pacific for twenty-seven days, before we sighted the cocoa-groves and welcome peaks of Oahu, the capitol, though not the largest island of the group.

The innate love of home that rests in every heart, prompts each citizen to claim superior excellence for his native land; but I think considerable egotism might be pardoned in the Hawaiian who doubts the unseen charms of other lands when presented as surpassing what lies about him in Hawaii nei. Every element of grandeur and sublimity mingles here with the beautiful and the picturesque. The flaming volcano blazes above the peaceful plain whose white cottages gleam among the groves of palms and cocoa-nut trees that stand, like sentinels, down to the very ocean's edge. The tumbling waterfall rushes down precipitous walls of Plutonic rock to meet some silvery thread whose ambition will lead it to annihilation in the great surges of the restless deep, where thundering billows vainly strive to exceed the rumblings and shakings with which an occasional earthquake sends terror to the hearts of all who recognize it. Everlasting summer prevents the fading of the foliage; the delightful "trade winds" preserve an equable temperature, that never equals the summer-heat of the Northern States of America, while, at the same time, they carry "healing in their wings" to-scores of invalids whose sands seemed nearly "run out" while they remained in the bleak and chilly climates of "the States." Vegetation is luxurious and gorgeous, but flowers are short-lived in beauty when cut, and either faint or wanting in perfume.

To these natural features of delight, we might add the novel elements which are seen in the thatch-houses, the old *heian* (temple of worship,) the odd dress (if any) of the people, the streets occupied by *poi*-venders, and the many, many daily incidents of *life in a foreign land.*

The approaches to Honolulu are very beautiful. The broad bay lies cosily among the rugged walls of volcanic rock, whose jagged summits are gracefully mantled by fleecy, sunlighted clouds, that seem

to laugh at the mad capers of the surf hundreds of feet below. The city is almost buried in the dense foliage of palms, acacias, cocoa-nut, bananas, tamarind, oranges, fig-trees and other tropical shade trees. The channel through the bay is bounded on each side by coral reefs, for about three-fourths of a mile, and the guidance of a pilot is always necessary. But, still, there is no danger, for the pilots are skilled in the passage, and no one thinks of coming in without one.

The city extends for more than a mile along the shores of the bay, and its substantial wharves, built of coral, form delightful promenades for those who like to enjoy the sight of old Neptune's realm amid the more practical surroundings of commercial life. There is a population of about 15,000, two-thirds of whom belong to the native race, either purely, or in mixture with the representatives of all the other nations under the sun. The natives intermarry with all people, regardless of race, color or creed. The Chinese is the most favored after the American or the Englishman, and there are very few families here, whose fathers came to the Islands long ago, whose blood is pure Caucasian through the mother's veins.

The Haiwaiians are a quiet, peaceable, tractable people, quite unlike the fierce cannibals they have been represented to be by mercenary frauds who desire to keep the control of the sources of gain that were opened up by the influx of adventurers who followed in the wake of the missionaries. The King is a native, with English education. His Cabinet includes several gentlemen of pure Caucasian blood, from America and England, but their wives are of the native race. The foreign element controls the sources of remunerative labor, but the native and half castes are found in every rank of life—official, professional, mercantile or mechanical.

There is no *hurry* in any body. Hours of ordinary labor are from 7 a. m. to 5 p. m. Professional life begins its daily course at 8 or 9 a. m., and ceases at 3 or 4 p. m. Schools invariably close at 2 p. m., after a five hours' session from which forty-five minutes of recess is to be deducted. By 7 p. m. the streets are as quiet and deserted as an Eastern city at midnight. To a stranger coming in, the place seems "dead." But let any cause for excitement arise, and then the "dry bones" rattle. Last Saturday night a fire broke out a mile or so from town, and I do not believe there was as much noise at both

of the Chicago fires. And yet, after the firemen returned, some of them could not tell what had been burned.

Once a month a steamer touches here on the way from Australia to San Francisco; and one week afterwards the outward bound steamer comes in from San Francisco to Australia. Then there is a harvest gathered by all. The mail comes! Everbody rushes out for letters and papers, and all is awake! The hackmen drive up and down the streets catching passengers for a trip to the "Pali," or other places of interest around the Island. The curiosity and fruit dealers throng the wharves with their wares; the native boys and girls plunge about in the bay, performing all sorts of antics for the diversion of the strangers who wait through the stipulated hours of detention in our port. Then the whistle shrieks, the band plays, the gun is fired, and away sails the steamer, and Hawaiian life buries itself behind its latticed veranda and under the dense foliage of the various homes, and all is hushed for another month.

One must be here, see and feel this hush in active life, to realize and appreciate it. The people are thoroughly emotional; easily excited, easily led, lacking originality, wit or thought. They are simply good-natured, harmless animals with the gift of speech. They are polite, graceful, indolent and inactive. They have natural ideas of harmony that are exhibited in the display of colors, and in musical performances. But they have *no* idea of order or system. They are a fine looking people, especially among the chiefs and chiefesses, but they are fast dying out. The inevitable decline of the native race that always follows the advent of the Caucasian upon foreign soil has been most markedly manifest here. When Capt. Cook discovered these islands in 1778, he estimated the population at 400,000. To-day, there are less than 60,000 of them.

In the first quarter of the century, one of the chiefs rose against all the others, and made a complete conquest of the kingdom, establishing the dynasty of the Kamehamehas, which died out with the fifth of the line. This conquest was achieved at a mighty cost of life, for the war was bloody and unsparing. Close upon this followed the diseases introduced through commercial intercourse, and since then the decrease has been constant. An old missionary's daughter told me that during an epidemic of small-pox her father lost 900 of his church

members! And on the first Sabbath that service was held after three months' siege of disease, he did not know a dozen persons, until they spoke to him—so disfigured were those who escaped.

The men dress much as Americans do—except the lower classes, who wear simply a pair of pantaloons, or a shirt with the pants, but the shirt is always an *out*-side garment, and hangs like a short gown upon them. I have seen a few men, with only the old-fashioned "breech-cloth" upon them. But these are rare now, in the large towns. In the country, I am told, many wear nothing but what nature furnishes them. The women wear a garment known as a "*holokou.*" It is a loose garment made in the fashion of a long yoke night-gown, which was, indeed, the model from which the first one was made. When the whites first came here they found the women naked, or clad in a garment made of *tapa*, the native cloth which was beaten from the bark of a tree. But this was not sufficient for the taste of the missionaries, and they persuaded the people to adopt a new costume. Looking over a woman's wardrobe for the choice of a garment which should suit both parties, the native women selected the loose night-gown of a Missionary's wife, and to this day it has been the national garb. It is made in all fabrics from the richest silk to the cheapest muslin, but most frequently of some large figured, bright colored calico. It is worn on all occasions; it is the robe of royal state, and the modest attire of the domestic. It is the fashion of the infant's attire, when its little body is covered with anything; it is worn by school-girls, matrons and crones.

This garment has, generally, a pocket on the side of the breast for the pipe and tobacco pouch, for these people are great smokers. I have seen a group of over a dozen girls, of the ages of ten or a dozen years, sitting flat upon the sidewalk, with pipes or cigarettes in their mouths, waiting for the teacher to come and open the school-house.

The men generally, and the women almost always, sit cross-legged upon the floor or ground for all occupations. They eat from mats spread upon the floor; they wash by the hydrant or brook-side without tub, board or boiler. Sitting, as usual, they rub the clothes in their hands until clean (?), rinse them in the running stream, and spread them out in the sun to dry.

Mowing is done with a spade! Sitting in the usual position, men

or women, as the case may be, shove the edge of the spade close to the upper part of the roots of the grass, and cut it off. By night, all that has been cut is "cured," and is tied up into long, conical shaped bundles and taken to the stable or the market. The ground has no stubble, and looks as bare as a desert. But in a very few days it is covered with a fresh green, and the mowers begin to torment you for the refusal of the crop.

There is nothing here that is familiar to Americans. Everybody soon falls into the ways and habits of the country, if they determine to stay, and those who do stay would not go back to America for anything. But I must say, *I* am looking anxiously forward to the closing moment of my contract, for "I want to go home."

If I have not tired you out with this long story, next time I will tell you of other sights. MIRIAM WEBSTER.

Honolulu, October 9, 1877.

OUR EDUCATIONAL SYSTEM.

Loyalty to any system does not imply that everything said regarding it should be only of its merits. Indeed there is reason for believing that he who recognizes its defects is to it a sincere friend and staunch supporter. Our free school system does not suffer so much from criticism, just or unjust, as from attempts, covering its weaknesses, to make it appear invulnerable.

The faith we repose in our common schools is as strong as that we place in out national government. Neither of these, however, can we candidly consider without acknowledging in them serious imperfections. Nothing can be gained by concealing these imperfections. As our system of government implies and necessitates an educational system, the one cannot properly be ignored in the consideration of the other. A full exposition of these systems, or of the relation existing between them, would furnish material sufficient for an extensive volume. We can in this article attempt nothing more than a cursory view of some leading defects.

Our country is unquestionably favored with the best system of popular education which the world affords, yet the results are not what they should be. They are not proportional to the time, labor and money expended, hence they do not satisfy the demands which the

people rightfully make. The free school is an essential feature of our form of government; it rests on the same foundation with that government, viz. popular demand; its perpetuity is subject to the same condition, that is the degree in which that demand can be satisfied. Thus while we rejoice in at least one element of strength which is national in its character, we must at the same time acknowledge that our system is peculiarily national in its weaknesses.

In our politics perpetual change is the order, or rather the disorder. Our political campaigns do much it is true to advance popular intelligence; at the same time they are disturbing elements to our commercial and industrial interests. They are too frequent, bitter and partisan to secure to our government stability in any of its departments; worse still, living issues seldom appear before the people upon their own merits, but are made secondary to personal or party interests. Our people do not find the polls a means whereby they can give untrammeled expression to their views on matters of the greatest import themselves and to the nation, but if they vote at all they are compelled to endorse this, or that party's record, and suffrage is shaped not so much on the principle which controls the progress of ideas as upon that which influences prejudice. Such a system may not lack vigor, but it lacks both dignity and stability. It stimulates stump oratory, brings prominently before the people a class of men with little or no experience in successful management, clothes them with authority and lends to them a temporary prominence which subsides with the wave of popular excitement which occasioned their promotion. It does not however secure sound statesmanship. A genuine statesman is not the natural and legitimate result of American politics.

Our school system is a branch of our political system. A mutual dependence obtains between them, and their defects are closely related. The one fails to make official tenure dependent on qualification and integrity, it lacks permanency and does not afford that stimulus which would otherwise enable our ablest men to train themselves for state duties. As a consequence it is wanting in statesmanship. So it is with the other. It does not offer that encouragement which secures to its support the undivided attention of our best minds. It is not the genius of either system to develop and retain trained

teachers. Both have eminent men, but they have attained to eminence in spite of the systems rather than otherwise.

Our educational system lacks unity, completeness, and harmony of methods. There is in our country a general demand for popular intelligence, but the methods which the various states adopt to meet this demand are by no means common, complete, or in harmony. Let anyone familiar with these different methods attempt to construct out of them a complete whole and he will find it difficult to secure an appropriate word by which to designate the result. He will certainly find the word "national" irrelevant as a part of the name, if indeed he can regard any word appropriate in the singular number. Let him inquire further into the condition of our various state systems and follow if possible their workings from the ungraded country school to the State University: will he find a proper connection linking the various parts? If the different grades are methodical in their development, which is seldom true, wide chasms intervene. This chasm is particularly broad between the graded school and the University. Some States provide little or no secondary instruction, while others which support schools for that purpose fail to secure a proper connection between them and the University. A system with no head, or with no connection between head and body certainly cannot be complete. This defect is in a great measure due to a want of high-schools, but not altogether. Our Universities are not perfect. A few of these are eminently successful; while others can lay no claim to success. They are Universities in name only. They proceed upon a false hypothesis. They lack adaptation to the spirit of our times. Instead of being proper heads of the American free school system, they are by servile imitation ill-shaped models of the European University system.

We will now notice briefly our own state system. This we can do more intelligently having touched upon the general defects which mar our national system, as we partake largely of the same defects. It is well to inquire into the nature of the disease before we attempt to prescribe a remedy.

Our state has wisely made a liberal provision for her educational interests, but we are to deal with the methods by which these interests are promoted.

We rejoice in the new life and flattering prospects of our State University, in the increasing number and efficiency of our Normal, and High Schools, yet these do not sufficiently unify and harmonize our methods. They fail to connect, and we find at home the same incompleteness which we have noticed elsewhere. To illustrate this defect let us compare the curriculum of the University with the courses of study adopted by the large majority of our high schools, and we find but little in their arrangement to suggest that they are parts of one whole. Our high school graduates pursue nearly all the studies found in the senior year of the college course, while many of them have had no training in Greek and Latin, which require two years' time for preparation for college; thus showing a discrepancy of six years. At the same time the University is compelled to do preparatory, or common school work. So also are our Normal Schools.

That some of our high schools have attained to a worthy standard of excellence is evident from the many inquiries made of those in charge of them by persons in this and other states who wish to organize on similar principles. This superiority however is confined to a comparatively small number. For our graded and high schools there is no uniform standard of excellence by which results may be compared Tenure is uncertain and changes frequent. The relation between teaching force and the number of pupils rests not so much upon any established principle of school economy, as upon the condition of the weather on the evening of the annual school meeting. Not all such schools are properly graded, and many of those which are, fail to furnish permanent records showing the rules and regulations adopted and the studies and methods pursued. A new year often brings with it a new corps of teachers who can find nothing to guide them in their new field of labor, when much valuable time is lost in search-for what does does not exist, or a new departure is taken which often proves fatal to the interests of both teacher and school.

Thus far we have enumerated only a few of the leading defects which are found in the more advanced grades of our educational system. These multiply in the lower grades. Here they are so numerous that we will not recount them but will refer the reader to the very able report published in the February number of the JOURNAL.

These thoughts regarding the faults of our system emanate not

from a desire to criticise, but from a firm conviction that the measure in which these defects cripple our educational interests is not fully realized by the people, and from a further conviction that they cannot be remedied until the people are thoroughly aroused and are permitted to make of these interests distinct issues, and to decide these issues upon their own merits.

We hope some future time to add a few thoughts concerning the remedies for these evils. J. G. DAVIES.

Lancaster.

READING.

No other educational attainment opens the doors to so much beyond it as does reading; and if the value of an article lies in its utility, reading may justly be considered as entitled to the first rank, and the ability to properly train pupils therein, one of the principal requisites of a teacher. From the first day of schooling, usually to the last, pupils read at first two to four times per day, and at a later stage once or twice per day, depending on the kind and size of school. The result of this training in what is called reading, continued through all the terms and years of the pupil's school life, is a few readers who usually comprehend and express the matter read, and a far larger number who do neither, but mumble, stumble, drone and repeat; a performance worthy neither the idea nor the name of reading.

Reading is for two purposes, informing ourselves and informing others; the first silent, the second oral. The first is of ten-fold more use than the second, and consequently the ends for which we read silently are more worthy of consideration and time than the other. Both kinds call for comprehension of what is read, for without it silent reading is of little effect, and oral reading is mechanical and fails to impart to listeners the sense intended by the author. If we comprehend, discriminate and feel what the author intends, oral expression is the natural outlet, and failure to perceive his meaning conduces to hesitancy and confusion, which inevitably destroy the end and charm of oral reading. Evidently, then, school training should primarily and largely be devoted, in this branch, to securing attention and thought to and comprehension of what is read. The meaning of what is read should be considered in two ways, directly, or what the

words may mean in themselves, and allusively, or what they may refer to or imply, and the latter is often far more important than the direct meaning. Too often is the work confined to the direct meaning of *individual* words, to which these objections lie: A person may define each word in an extract and then fail to catch the subtle meaning of the whole collection, and the allusive use of a few words may be the key to the whole expression. Proof of this position is found at *teachers'* examinations, in which applicants are sometimes asked to state their understanding of extracts stated in words too simple to need defining or explaining, and in many cases the replies indicate a wrong apprehension, or an acknowledgment is made that the meaning of the collection as a whole is unknown. Now these applicants are the best product of our schools, and of a majority it may be said, they are very defective in comprehending, or at least in the ability to clearly explain what they read.

Too much is our school training the outward show without the spirit of reading; too much mouth work and too little mind work; too much putting in the time without putting in the thought. Without the mind work the mouth work is imperfectly done; in fact, often might as well never be done, as the performance tends to sluggishness and indifference, and when these are once induced, their removal is a matter of great difficulty. By saying we have the outward form of reading, we do not mean to imply that the oral work usually done deserves to be called reading, although that is the term usually applied to it. Some call it *word repeating*, meaning thereby that it lacks all the other essential properties which constitute true reading. In view of these facts, we advocate less of this so-called reading, which produces neither comprehension nor expression of what is read, and a division of the work for two distinct purposes, *comprehension* and *expression*, the training for the former preceding and being equal to or greater than that bestowed on the latter. J. T. LUNN.

PRIMARY READING.

Little ones when sent to school are usually provided with a primer, or some other book suitable for a child. Like many children of a larger growth, they are very much pleased with the new book for a time, and then, when the pictures have grown familiar, and they find

that the way through is by no means a path strewn with flowers, they care only to destroy it.

A better plan would be to furnish each little one with a slate and pencil, and set him to copying the words printed on the blackboard by the teacher. The reading charts are of course preferable, but in our country schools there is generally no such help to be found, and the teacher must have recourse to the blackboard. She prints one or two words at first, tells the children what those words are called, and perhaps draws a picture of the object on the board. The little ones reproduce the *pictures* and *words* on their slates and are soon able to distinguish them. At the next recitation, they are given another word or two, and thus they proceed learning to draw and print, as well as to call words at sight. Besides this, they are kept busy and prevented from growing restless, because they have something to do. They may also be required to take the pointer and find a given word on the board, and if they fail to find it let the next try, and if successful, go up. This awakens interest in the recitation. K. A. M.

SELECTED.

INSTITUTE HINTS.

[We find in the Wausau *Torch of Liberty* a report by the Secretary, W. O. Butler, of the Institute held in that place this fall, under Supt. Greene, and conducted by Prof. Graham. A unique feature of the report is a synopsis of the hints and suggestions given, as follows:]

Careful and wisely directed drill in the oral elements will secure to the rising generation a greater degree of accuracy in the use of the English language.

Intellectual arithmetic should have special attention, but not to the exclusion of written arithmetic, at an early age.

A close analysis of the thought of any written matter is a very good help in the expression of thought and will lead to more careful observation.

Exercises in the rules of spelling will lead to clear discrimination as well as to correct spelling and hence are of greater value than propositions in geometry.

Chronology must be associated with history. and the philosophy of events taught.

The success of teaching almost wholly depends upon the will-power of the teacher. If the moral and intellectual power predominate the stick-power will be driven out.

Very little mathematical geography is needed for the common schools of Wisconsin: The eight points of the compass, finding the north star, the equator, tropics, polar circles and poles, and causes of the variations in the seasons.

English grammar does not teach us to speak and write the language correctly but teaches the principles and usages thereof, so that by great care we may use the language correctly. To learn these principles we must have a nomenclature, hence the necessity of following books largely but not wholly.

By education is meant all those influences, good or bad, surrounding us in every hour of life as well as every thought and every action from the cradle to the grave.

By character is meant those qualities, good or bad, which we inherit.

The family is the unit of society; the school is the outgrowth of society. The family and school share between them the responsibilities for the education of childhood. The family primarily and essentially, the school secondarily. The family is responsible by precept, example and sympathy to form good characters and habits, and by familiar conversation to develop language and exercise intelligence upon all that surrounds childhood.

The family has two strong advantages, viz: affection between parent and child, and constant contact in daily life. The family responsibility is not optional nor transferable.

Only when we properly estimate the part the family should perform can we estimate what the school should do and only when the family part is faithfully performed is the school in circumstances for efficiently doing its part. Leave the family part out and we have a distorted view of what a school should do.

The function of the school is to supplement the education of the family, to maintain bodily health, to foster morality as its opportunity admits, to train the pupil to certain virtues which spring out of and

find application in the social aspect of the school and which are absent from the family, to educate the mind in the acquisition of the elementary branches which are useful in every department of life, in the love of knowledge in general and in the manner of acquiring.

When the family education is deficient the school must do the best it can to supply the defect. But whatever specialty it attempts, it is clearly to discriminate its true province that it may, if possible, be assumed by the proper party.

Bodily health and spirits are of great importance in school and out. The school is responsible for its preservation, hence attend to the heat, light and air of the school-room.

On the moral nature depends our happiness in the use we make of our physical and mental powers, hence distinct provision must be made for its cultivation.—The teacher should seek to develop the intellectual power so that the pupil may have the full use of the same in after life.

A piece of sculpture at the centennial—a child holding a cat's-cradle—was rudely jostled against and the fine threads destroyed and the whole design ruined. Be careful how you treat that which is infinitely more perfect and irreparable—the affections, will and life of a child.

Seek not your own happiness, it will come in time.

The education imperatively demanded by the approaching times, of certain difficulty and possible turbulence, must differ from that which has heretofore been afforded by our own or any school system. It must be more general in its prevalence, and more specific in its direction. Questions for general decision must be met by universal education; all the people must be instructed. Secondly, intelligent action on special questions requires more than a general preparation. Disciplinary studies are not sufficient. Questions of economy demand education in economy. The discussions as to the expediency of sacrificing somewhat of elegant culture to practical instruction in the ordinary schools are still in progress; but turbulent hands are settling the question, and certain studies which were formerly desirable are now imperative.—*Prof. J. B. Clark, Carlton College.*

SCHOOL SAVINGS BANKS.

[At the social science convention recently closed at Saratoga, John P. Townsend, Esq., Vice Pres. of the Bowery savings Bank, read a valuable paper on Savings Banks. Mr. Townsend has given this subject careful attention, and his paper was one of the best productions of the convention. Referring to teaching saving habits to our young people in the public schools he said:]

The penny bank system of Great Britain, which has been extended into the schools there, as well as into Belgium and France, cannot be too strongly recommended for adoption in this country.

In a paper read by Mr. William Meikle, actuary of the Security Savings Bank of Glasgow, before the National Association for the Promotion of Social Science, three years ago, he says: "A remarkable experiment for teaching the young to save has been introduced into the public schools of Belgium. It originated with Mr. Laurent, professor of civil law, in the University of Ghent, whose writings on the subject obtained a prize of £400, as being the best treatise, or the best invention capable of improving the physical and intellectual condition of the working classes." He maintains that the best means of causing the spirit of economy to penetrate the habits of the people is to teach it to their children and make them practice it.

Nothing is easier than to inspire in the young a taste for saving. This can be best accomplished in the public schools where the managers and teachers have constant opportunities of enforcing and illustrating the advantages of saving, and where facilities can easily be afforded for carrying out the lessons of economy by means of penny banks carried on in the schools. This has been done in Belgium with singular success. Out of 15,392 pupils in the town of Ghent, no less than 13,032 are depositors in the Savings Bank, and they have to their credit $92,560, an average of more than $7 each.

The managers testify that the system has already produced a marked effect on the social and moral life of the working classes of Ghent. The experiment is being extended to hundreds of other towns, and has created great interest throughout Belgium, in France, and the United Kingdom. I cordially commend the system to the attention of school boards and teachers, and can assure them that directors of

Savings Banks in this country will cheerfully aid their endeavors." So says Mr. William Meikle, actuary of the Security Savings Bank of Glasgow.

He further says: "As a means of still further encouraging young people to save, the school boards of Belgium have arranged that their prizes to meritorious pupils shall consist, in whole or in part, of a Savings Bank book, inscribed with the pupil's name, and containing a small sum of money, which is not to be withdrawn till after a given time."

I learn by letter recently received from M. A. de Malarce, of Paris, that France has already more than 230,000 saving scholars in 3,200 schools.

No people need to be taught thrift more than the poorer classes of this country; on account of the ease with which money is obtained in ordinary times, owing to well-known causes, no nation, probably, is more extravagant and prodigal in expenditures, and in times like the present, inconvenience and suffering are great. Having sung all summer, the winter finds them destitute, and without friends to succor them. But their more provident neighbors owe something to their own reputation as good citizens, and should endavor to teach and assist them in a proper way.

Instead of soup houses in winter, let us open penny banks in summer, and by the aid of missionaries properly selected, the systematic distribution of tracts in workshops and dwellings, instruct these people how to help themselves by saving their pennies, instead of spending them in drink shops and for useless finery. How many pennies and even dollars are annually thrown away in bar-rooms and beer gardens the data is not at hand to determine, and the receipts by the government from taxes on spirits and malt liquors give a faint idea.

The plan of establishing school penny banks is very simple and could be put in operation by any board of education in the large cities, and by trustees of school districts in the towns and villages, without expense. An hour one day in the week might be set apart for instruction and practice in the lesson of thrift. Let a book large enough to contain the names of all the pupils in a given school be provided, ruled in twelve vertical columns for the months, which are to be subdivided into four or five for the weeks, with inter-columns for dollars

and cents; this is for the register to be kept by the teacher. Cards, to be folded once like the covers of a pass-book, and ruled like the register, are also necessary for each depositing scholar. Enter the deposits in the school ledger, and the corresponding amount in the depositor's book, which the pupil is to carry home with him. This comprises the needed stationery, barring pen and ink.

Let the amount received each day be deposited in some Savings Bank, to the credit of the school, and when the deposit of any pupil amounts to say three dollars, let an account be opened in his own name, and a book be given him by the bank, charging the amount to the account of the school, and by the school against the pupil in its ledger; the little card is still kept to enter the pennies on, and the account runs on as at first.

The pupil is to receive no interest until he opens his account in the bank, but the school itself receives interest on the gross amount to its credit, which will pay the expense of stationery, school ledger and card pass-books; should anything be left over after paying these expenses, it might be disposed of by vote of the pupils.

Parents will very soon become interested, and not only add extra pennies to their childrens' deposits, but be induced to try the experiment on their own account, by making deposits in the Savings Bank for themselves; once the habit is begun, it tends to increase as time goes on, and it is reasonable to suppose that it will not be long before the community will begin to feel the effect, to the lessening of its taxable burdens for the support of the wretched and destitute.

The experiment is worth trying, why not put it at once into practice.—*The Bankers' Safeguard.*

By all means try and illustrate the lessons in the several branches pursued by some *practical* application every day. Measure the wood and sell it—and grain and buy it—make out bills—pass receipts—be *practical.* Take advantage now of this lull in politics to talk up in the county papers the advantages of good schools. Show how intelligence pays on the farm, in the shop, in the home—everywhere, the intelligent men and women are law-abiding, peaceful, helpful—producing more than they consume. Ignorance goes begging, begets idleness, thriftlessness, vice and poverty, and our taxation comes from supporting and providing for these, and not from what we expend to educate the children.—*American Journal of Education.*

ASCENT OF MT. SHASTA.

[In some late numbers of the "*Home Newspaper and Educational Journal*," published in San Francisco, we find some very entertaining sketches entitled "Recreations of a School Master." The school master, will be recognized by the initials signed to his "recreations" as Prof. Chas. H. Allen, late President of the Platteville Normal School, and now at the head of the San Jose Normal School, California. We give his account of an ascent of Mt. Shasta, in the northern part of that state. Preceding chapters recount the adventures of the party in the journey to the point where the ascent began:]

July 3d, we were to start for the camp, near the snow-line, to be ready for the ascent the next day. You see, I had an appointment at the summit for July 4th, of nearly a year's standing, and I was to deliver an oration to a small and select audience, but in an auditorium as immense as one could wish. At noon the pack-horses were laden and the saddle horses at the door, but the riders were not ready. Clouds lowered around the mountain, and the fear of a little wetting led our ladies, who, for the first time, seemed to weaken, to urge a delay. Under protest, I submitted, and was sorry for it. I shall never again believe that a woman's instinct is better than a man's reason. Slowly and sadly the horses were disburdened, and our golden opportunity was gone, for the Fourth dawned clear and bright, and was a beautiful day for the ascent.

From Berryvale (Sisson's) to the timber line, a distance of fifteen miles, the journey is made on horseback. The elevation at Berryvale is 3,600 feet above tide water, the camp at the timber line about 7,500 feet, leaving the elevation to be made on foot, full 7,000 feet. This is made by traveling about five miles. As the inclination is, in some places, 38 degrees, the distance must be increased by "tacking," as a direct road is almost impossible.

The morning of the Fourth broke clear and beautiful, and was spent in firing national salutes from Henry rifles; nevertheless it dragged slowly on. At one, we started for camp. The party consisted of the three ladies before mentioned, the Presiding Elder of the district, a young teacher working at Sisson's and Allie White and Dick Hubbard as guides. Of course I was along also.

Besides the eight saddle horses, we had two pack animals to carry

blankets, provisions, horse feed, extra clothing, and our Alpine stocks.

The ride was wild, weird, and romantic. Through dense forests most of the way, over lava ridges, so rugged that the horses could hardly find a footing, winding our way upward and still upward, we rode for nearly five hours. The forests of pine and fir are beautiful beyond description. Their dark-green foliage seemed to make the visible patches of sky intensely blue, while their dark trunks, encircled with singular regularity by a greenish yellow lichen (*Evernia Vulpina*), made the whole scene like a dreamy ride through fairy land. I noticed here, for the first time, a kind of funereal drapery on the decayed limbs of many of the trees, consisting of long, black, hairy fibres (*Jubata*), hanging down two or three feet, and seeming like a funeral pall. At one place we crossed a ridge of dwarf manzanita, the small limbs of which are twisted into every imaginable fantastic shape, and all creeping close to the ground, pressed down by the heavy winter snows. Much of the way flowers were abundant, the most conspicuous being the penstemon. Of this some of the varieties are exceeingly brilliant.

As we reached the timber line, vegetation grew scarce, but the beautiful patches of creeping phlox, in full, white blossom, nestling among the lava blocks, constituted a fitting connecting link between the exuberant life below and the waste of snow above.

Here we picketed our horses, built large fires, prepared our pine-bough nests, took a hearty supper, and lay down to "sleep, perchance to dream." But to me the dreams did not come. Why, I cannot here explain. At 11:30 I arose to replenish the fires, and found the wind blowing keenly, while the dark clouds were gathering, foreboding a mountain storm. At 2 o'clock it had grown so cold that the water froze in our buckets, and it was impossible to keep comfortably warm under our blankets. At 3:30 we arose, made a hasty toilet, "each one looking the other way," took a light breakfast, at which the hot coffee was in great demand, selected our Alpine stocks, arrayed ourselves in our climbing hob-nailed shoes, and prepared, notwithstanding the threatening storm, for a start. It was too cold to hurry matters much, and it was 4:30 before the cavalcade moved. We thus lost an hour's valuable time. In fifteen minutes we reached the snow, and began in earnest the trying ascent. Steeper and steeper

the pathway grew, yet it was smooth, and the snow crisped under our feet, as it used to when going to school in mid-winter in old New England. Our guides constantly warned us to "take it cool," a needless caution, with thermometer far below freezing. At sunrise we had made nearly a mile, and at 9 o'clock, perhaps another mile. Now the snow began to soften, and that which fell in the storm last week (about twelve inches). to slump about one step in five. This made very heavy work. Yet, with compressed lips and half-closed eyes, we traveled on. The breath came quick, the heart throbbed almost audibly, and the resting periods came more and more frequent. A dense fog now came on, and we could not see each other ten steps away. We traveled in squads of two, and there was little breath wasted in song or conversation. At this elevation the snow was covered with dead insects, melted down in an inch or two, during the sunshine. We saw butterflies, spiders, dragon-flies, and now and then a small bird that had perished on the eternal snows.

At 11 o'clock we were above the fog, or rather above the clouds, for we had been two hours in a dense mountain cloud.

From 11 to 12 we had the steepest part of the climb. Twenty or thirty short steps exhausted us, and leaning on our Alpine stocks, sitting on the softening snow, or lying prone face downward, we breathed in the thin air, and tried to gather strength for the next thirty steps. At 12 o'clock we reached "The Nib," an immense rock which from Sisson's looks like a huge thumb, projecting upward. Here we had the finest view of the upper surface of the clouds that one could ever have. Reaching far to the south and west, piled up in masses like mountains, their forms were constantly changing with the shifting winds. Here we munched a scanty frozen lunch, the water canteen and coffee canteen being both frozen, so that iced drinks came free. So far, however dense the clouds, there was no danger of being lost, as our route was up an old glacier bed; so we had only to turn and go *down*, to reach camp.

But from here we trended to the left, and our way was not well marked. It looked a little brighter, and we journeyed on. We found it best to leave here all our *impedimenta*, save a field glass. While arranging for this, one bundle, consisting of a waterproof and cloak, escaped from the chilled hands, and away it went, bounding, rolling, sliding, far away we saw it vanish, down the icy steep.

From here we crossed a lava point from which the wind blows most of the snow, but the lava blocks loosened by our steps and the soft ashes made a very insecure footing. We had now reached an altitude of about 12,000 feet, and, although Whitney says there is no vegetable life above 10,000 feet, I found nestling in the half-frozen lava-soil, a little Alpine plant, looking fresh and green. I transferred it to my pocket herbarium, as a memento, and in the vain hope that I could make it grow under more favorable circumstances, took up some roots by digging them out of the frozen soil.

After crossing the lava point, we came to another snow-field, across which we toiled, facing "a nipping and an eager air." At last we reached the Black Hill, the last considerable climb in the ascent. Though much wearied in body, our hearts were strong, and up steep, steeper, steepest, we wended our way. Compressed lips, distended nostrils, tightly clenched hands, blue and pinched faces, all indicated that we had found no child's play in the ascent. It *was* a climb. Yet no one faltered. We were resolved to accomplish that in which so many strong men had failed.

At 2:15 we were on the summit of the Black Hill, altitude 14,000 feet, cold as blue blazes, and the wind blowing a hurricane, right through clothing, flesh and bone, pierced us to the very marrow.

We had one-third of a mile more to make, and an ascent of only four hundred feet, to reach the monument. It stood out in plain view before us, but the clouds thickened, the wind, if possible, grew stronger, and in council with our guides we were forced to the conclusion that we could not, without incurring great risk, go further. The next quarter of a mile was an ice ridge, from which the wind would have swept us like chaff. Moreover, there could be no view from the monument, the clouds were so dense, and the snow began to fall, whirling by us as if angry at our presence.

Regretfully we turned our faces downward. Like Moses, we had seen the promised land, but this time could not enter. During the council, I froze one ear and one finger, and others of the party froze toes, and chilled noses. This, on the fifth day of July, while the people below were sweltering under the burning sun, was something to be long remembered. We had not then read the fearful experience of Muir and Fay, who came so near perishing here under like circum-

stances. If any one doubts the wisdom of our decision, let him read the article in Harper, entitled "A Storm on Mount Shasta," and he will see that it was not for lack of endurance or will, that the "school ma'am party" turned back.

It required great care to make the descent from here to 'The Nib," but we accomplished it in safety, and from there had the most glorious slide that one could ever take. The "order of our going" shall never be told; suffice it to say, that in ten minutes we slid down, what had taken us four long hours to climb. What mattered it that garments were a good deal dilapidated, as a result? Were not the garments our own?

On the lower part of the snow field, we had a fine opportunity to examine the "red snow" which fills a kind of trench for a mile or more. It looks as though a hundred beef cattle had been slaughtered above, and their blood allowed to flow down through the now melting snow. This peculiar color is caused by a low form of vegetable life, *Protococcus Nivalis*, which abounds also in the higher Alpine regions in other parts of the world.

We reached camp at 3:30, and found it warm and comfortable in contrast with what we had just experienced. Horses were quickly saddled and at eight o'clock we were back at Sisson's, feeling none the worse for the day's exertion, save only a smarting sensation about the face, and particularly about the eyes.

A good night's rest fitted us for the long, wierd stage ride to Reading, which took us until 12 o'clock at night. The journey home was common place enough, but the thought that we had climbed old Shasta made us feel comfortable.

Better than any physician's certificate of good health is such a climb. To make it, one must have a sound body, excellent lungs, a stout heart, and a "level" head.

And now the "Recreations" end for this year, and the burdens of every-day life must be taken up. They will all be the better borne because of the new vigor acquired in a communion with Nature. But how I wish we could have made that third of a mile! Some day it shall be done. C. H. A.

Resist temptation till you conquer it.

OFFICIAL DEPARTMENT.

OPINIONS.

HOW SHALL DISTRICTS VOTE?

Q. The commentary on the Code, (Sec. 19, sub-section *three*) recommends the election of district officers by ballot, but says "the statute does not require it." But does not Art. III, Sec. 3 of the Constitution require it—which reads: "All votes shall be given by ballot except for such township officers as may by law be directed or allowed to be otherwise chosen?"

A. This provison cannot reasonably be understood to refer to any officers lower than those chosen by towns, but includes all state and county officers who are elected, and town officers, with the exceptions provided for. At the same time it is always better, and therefore the Code recommends, that the district officers be elected by ballot.

Q. Does not the law require a vote on building a school house to be taken by ballot?

A. The only case in which the school law requires a district to vote by ballot is on the question of borrowing money to build a school house. (Sec. 114.) On all other important questions also it is better to take the vote by ballot.

DISTRICT OFFICERS.

Q. If a district officer when elected, immediately declines, can the meeting proceed to elect another man?

A. This may be considered allowable.

Q. What salary may be paid to the district clerk?

A. From five to ten dollars, and more, if the school is graded.

Q. Are not district officers entitled to payment for attending a meeting to consider the alteration of the district, as well as the town board? If so who shall pay them?

A. The law makes no provision for payment.

Q. The clerk *pro tem.* of our district meeting refuses to hand over the minutes to the clerk of the district until he he is paid $2.00 for his services; what can be done?

A. Proceed under Chap. 156 Rev. Stats. Sec. 1. He has no claim for payment.

Q. If the clerk engages one teacher and the other members of the board another, which is to teach?

A. The clerk cannot hire, as he used to do; the majority of the board hire, having first called a board meeting. Hiring by the clerk alone is null and void.

TOWN SYSTEM.

Q. In September, 1875, our district elected a clerk for three years; in November, the town adopted the town system. At our annual sub-district meeting in September last. I was elected clerk. The old clerk claims the office. Who is entitled to it?

A. You are; the adoption of the town system had the effect to shorten the term of the old clerk, as under that system sub-districts are to elect a clerk annually.

Q. Does the old clerk hold over in case there is no election by the sub-district?

A. No, if no election is made, there is a vacancy to be filled by the executive committee of the town board. (Sec. 31.)

Q. Can a sub-district vote a tax for itself?

A. No such provision is to be found in the township law.

GERMAN IN SCHOOL.

Q. The school I am to teach is composed entirely of Germans, who at home and in company always speak that language. Most of them can spell, read and write the German much better than the English; besides, in the latter, they understand very little of what they read; how much use am I allowed to make of their German, in the way of translation, and yet have a legal English school? Am I allowed to teach German as a means to enable the pupils to get a better hold on the English, aside from the one hour allowed daily?

A. The exigencies of the case would justify you in using your own knowledge of the German and that of the pupils as a means of advancing them in English, and in the studies taught in English, to such an extent as you might find necessary; only that the temptation should not be yielded to of using German more than is necessary; and a constant effort should made to use the English more and German less. The answer, which covers both your questions, cannot well be made more definite.

Q. Who decides whether German shall be taught one hour each day, and must it be taught to all if to any?

A. The board decides; and the instruction is to be given to such as desire it. If a very small number wish it, the board should refuse it, or allow less than one hour to be given to them.

MISCELLANEOUS.

Q. Can a district have two school-houses?

A. Cases are supposable where it would be desirable or even necessary and therefore allowable, as in a village with a good school; or in a district with large territory, and increasing population, and not asking or wishing to be divided. We know a case where a whole town including a large village remains one district under one board, and has several school houses.

Q, If a vote is taken to build a second school-house where it is quite unnecessary, is there any remedy?

A. The minority who so regard the matter may appeal to the State Superintendent from the decision of the majority.

Q. If a district votes to have ten month's school, three hours a day (instead of five months with the usual session of six hours), have a minority aggrieved thereby any remedy?

A. An appeal may be taken to the State Superintendent.

Q. On certain land belonging to our district taxes have been assessed and paid over to an adjoining district, by mistake, for several years, but the district refuses to refund the money. Have we any claim for it?

A. Probably you have; but if any children have attended school in the wrong district, allowance should be made for that.

Q. We had a lease of a site; the farm embracing it was sold and no reserve made as to the site; the lease cannot be found, and the purchaser of the farm refuses to recognize any right on the part of the district; what can be done?

A. One remedy is for the district to proceed to "designate" the spot as its site, and if no terms can be made with the present owner of the farm, proceed to call on the town board to "establish" the site, as provided in sections 78, 79, etc.

Q. If text-books are adopted by the board, and some parents refuse

or neglect to furnish their children with the same, what is to be done—exclude the children from school?

A. The teacher may be directed to hear the regular classes in the regular books first, and if there is time then attend to the irregulars.

Q. Are examinations public—with the embarrassment that visitors might cause?

A. It would not look well to exclude the public entirely, but the examiner would be justified in requesting any very disturbing element to withdraw. Teachers must learn the power of self-contral under trying circumstances.

Q. Can a county superintendent be a district clerk?

A. It is not prohibited, but it is not advisable.

CORRESPONDENCE.

THE DICTIONARY QUESTION.

It is not generally kown that the legislature made such a limitation of cost in the bill providing for the purchase of Webster's Dictionary that the State Superintendent was unable to procure the usual supply. Before the passage of the bill the publishers had voluntarily offered to reduce the price to $7.50 per copy. After its passage no better terms could be secured. Thinking that the general downward tendency of prices might bring a further reduction in the Fall, the State Superintendent resolved to make a special and final effort then to secure the dictionaries at the authorized price of six dollars. The following correspondence showing the result, will be of interest to school officers. Last year's supply of dictionaries being now exhausted the Superintendent is unable to fill the orders of school boards.

MESSRS. G. & C. MERRIAM, *Springfield, Mass*:

GENTLEMEN:—The last legislature as you already know, authorized me to purchase 250 copies of Webster's Unabridged Dictionary at a cost "not to exceed six dollars per copy" delivered at my office. Will you please inform me if you cannot now furnish the State the required number at that price, our supply being nearly exhausted.

This reduction of 25 per cent., asked by the legislature, appears to me not unreasonable, considering the general reduction recently in the price of school books, and the fact that in 1861, you furnished the state 300 copies at $4.00 per copy, and the previous year supplied it at even less rates. Of course I am aware the dictionary then furnished was much inferior to the present one, but if the former could be sold for $4.00 and less, I cannot see why the latter need cost us more than $6.00 now. The difference between the two prices seems even greater than the difference between the two volumes.

If the price I am authorized to pay is sufficient—as I trust it may be—please send

me as soon as possible the 250 copies, for which I will forward payment as usual by State Treasurer's draft.

Very Respectfully Yours,

EDWARD SEARING,

Sup't. Pub. Inst.

SPRINGFIELD, MASS., Oct. 22, 1877.

HON. EDWARD SEARING:

DEAR SIR:—We have your favor of the 17th inst. You were kind enough to apprise us of the action of the Legislature last winter, soon after it was had. The State has so uniformly treated us with liberality and promptitude in its dealings with us, that we sincerely regret we cannot wholly meet its views in the present instance.

When we first supplied the State at $4 (and we believe we have never furnished it lower) the ordinary selling price of the work was $6. When afterwards, the price was from imperative necessity, advanced to $12, the literary and mechanical cost was so increased that our percentage of profit was still much less than before, and a proportionate advance, viz. to $8, was made to the State.

The increased cost had a two fold origin. (1) We entirely reconstructed and enlarged the work, at an expenditure for literary and mechanical labor, of between $50,000 and $75,000, nearest the latter. The work now contains 25 to 35 per cent. more matter than then, one third of it at least is new, more than thirty years of diligent literary work were devoted to it, and it is now several years later and contains 25 per cent more matter than Worcester or any similar work. (2) The mechanical cost also went up, not only in proportion to the size, but greatly beyond. Paper, leather, printing and binding, as in all other productions, went up with the war, and although for a year or two past there has been a tendency downwards, the old rates are by no means reached, but are still 25 per cent. above ante-war rates. The many illustrations scattered through the work and grouped at the end, require much more expense in printing than when there were none. The British skilled workman lives on starvation prices; our Massachusetts corresponding laborer wants the finest Wisconsin flour and beef to live upon, and is able to pay for them.

We cannot, therefore, although with much regret, see our way to make the great reduction you name. You will recall, that last winter, before the action of your Legislature, we wrote, voluntarily offering to reduce the price to $7.50. We will now strain to the utmost, and make it $7, but cannot see our way to go below that. Our uniform policy has been, to keep our work thoroughly abreast of the times, almost regardless of expense, rather than to sacrifice merit to cheapness merely. Is not that true policy? Is it not true wisdom, in regard to such a work, for the Wisconsin Schools? We can but trust the Legislature will appreciate the reasonableness of our views, and favor us with the accustomed order.

Very Respectfully Yours,

G. & C. MERRIAM.

A gentleman of wide experience as county superintendent and principal writes:

My summer's experience has called again to my attention the *utter* worthlessness of our school statistics. We would know more nearly what are the facts, were all reports, save the census, abolished, and the *opinions* of experienced men taken in their

place. There is no reliance to be placed on the special statistics collected, on the financial report, and but approximate correctness is obtained in the census. Nine-tenths of the school officers guess at most all the items. Can't it be remedied?

I hope this winter's school work will be turned somewhat in the direction of a sort of gradation of country schools. It is practicable, and the time is ripe for it. I think it can be done without additional legislation. And I believe the less we ask of the Legislature the better we are off.

OFFICE COUNTY SUPERINTENDENT,
Packwaukee, Marquette Co., WIS., Oct. 15, 1877.

My report of the Institute, together with my annual report will be forwarded in a few days. Examinations following Institute so closely is the reason of my delay, but in the meantime I cannot refrain from sending you a few words of cheer in regard to our Institute and the benefit of such work. We had an attendance of seventy-nine, and have only fifty-nine schools in the county. Of course they were not all teachers, but some are students who are endeavoring to prepare to teach, and in my opinion they will be be greatly benefited by their attendance at such meetings.

The work done by Messrs Chandler and Graham was of the most practical kind, and exactly calculated to help teachers. Institutes are the only public means we have of receiving instruction, and were it not for them we should undoubtedly be far behind what we are. There were present at least fifty teachers, and just imagine the good they received being given to the 1,800 children under their charge, without any loss to those imparting, but rather a gain, and you can see some of the benefit. A desire to improve is kindled which is sure to find its result in reading, or attendance at Normal or High schools, for I know the Institutes act as a feeder to the Normal Schools. There never has been so many applicants for admission to these schools from this county as since Institutes have been held here, and almost every spring and fall many of my teachers are in attendance at Portage and other high schools. I think no Institute should be held less than two weeks, then we will begin to see far more benefit.

The lectures of Messrs. Chandler and Graham were of great benefit, as they reached a class—the family—which we cannot reach in our Institute work. This matter will receive fuller attention in my special report. H. M. OLDER.

The following on the egg question was crowded out, last month.

F. Z. Rondon's question in the last No. of the JOURNAL may be found in an old edition of Stoddard's Arithmetic with the following answer: 1ct for every 7 and 3cts each for the remainder. Taking this view of it we might use any multiples of these prices as, 2cts. for every 7, and 6cts. each for the remainder. But these plainly do not satisfy the condition of the question, for not only do the three persons not sell at the same price but no one of them sells at the same rate. A more acceptable answer is that each sold his entire stock for 10cts. But we may as well run the adjective acceptable through all its degrees of comparison and say that the most acceptable answer is that *the question is absurd.*

Jefferson, Wis. W. L. GORDON.

EDITORIAL.

THE WEAK POINT.

An intelligent and conscientious teacher recently said to us: "I have in my school seven or eight boys, from 9 to 15 years of age, who, while their behavior and scholarship in the school are fair, are yet being led into bad habits by outside influences. They have nothing to do at home, are under little parental restraint, and are learning to smoke, to swear, and even to drink. They are naturally bright boys and would, under proper influences, make good and useful men. What shall I do to restrain them from evil ways and make them sober-minded and virtuous?

A few months ago in a small western city of 3,000 people a merchant needed a clerk. He had himself two sons, young men just grown to manhood but they were utterly untrustworthy good-for-naughts. The father tried one of them in his store where he soon proved a failure. There were plenty of other young men in the town, and the merchant began to hunt among them for the trusty, industrious, and intelligent boy he needed. There were found enough who were accomplished in billiard playing, enough who knew the different brands and qualities of cigars, enough who were growing up into an aimless and useless if not vicious manhood through an idle and undirected boyhood; but among them all was not one whom the merchant would trust with the care and sale of his goods. The clerk was obtained in a neighboring town. The young men of his own were left to their idleness and dissipation.

This is no fancy sketch. In hundreds of cities and villages are in the aggregate some thousands of such young men. They have attended the public schools. They have more or less facility in reading, writing and ciphering. But they have not been taught good habits, and are growing up idle and worthless if not really vicious. What is to be done by the teacher to prevent this, is a question that many an earnest teacher is asking. We venture an answer.

1. He can in general do nothing to prevent it if influences out of the school room are working against influences within. To change the influences without must be his first care. Parents must be enlightened as to the concurrent responsibility they have with the teacher in the management of the child. They must be shown how powerless is the school in training to right habits if the home training is not in harmony. This may be done by frank personal conferences with parents, by judicious earnest words in a printed circular, by public addresses from competent persons, and by enlisting the influence of the press and the pulpit. Any one or all of these means can be brought to bear by the teacher who is thoroughly in earnest.

2. The influence of the school in the formation of habits and character can be made much greater than it is by the systematic efforts of the competent teacher. Let the latter consider it a part of his duty to know something of the life of his pupils outside of the school room. Let him study their dispositions and the influences that are forming their habits. Let him consider how he can counteract the influences that are bad and encourage those that are good. By correct example in his own life, by feeling and

manifesting a sincere interest in his pupils' well-being, by frank and earnest advice judiciously given, by fostering a taste for books and intellectual recreation, he can wield a powerful influence over the tastes and habits of those under his instruction.

Yet we confess that any general deepening of this educational influence upon character can only be looked for in greater permanence of the teacher's tenure. It is inconsistent with the constant changes to which our schools are now subject. The average teacher does not abide long enough in one place to become much more than a mere class instructor in text-book subjects. Heaven speed the day when all through the educational work greater permanence shall encourage greater competence, and the schools shall have that wider influence in moulding conduct so urgently demanded by the changed conditions of society.

EDUCATION AND POPULAR ELECTION.

Four years ago the Democratic Party in Wisconsin achieved an unexpected and overwhelming success. Its nominees for state officers were elected by a majority of not far from 14,000. Among the successful candidates at that time was the present Superintendent of Public Instruction, a gentleman who was little known throughout the state at large, who had never been engaged in the public school work therein, and who was nominated chiefly on account of the accident of his residence and his politics. He lived in a section of the state which ought to be represented on the ticket, and a few speeches made in the Greeley campaign had brought him to the notice of some local politicians. He was accidentally nominated upon a ticket that was accidentally elected.

His opponent in the Republican Party was a teacher of marked ability, and wide experience in nearly all grades of the public educational service. He was well known and highly esteemed in educational ranks. He was the choice of the educational sentiment of the state and received nearly all the suffrages of educational men. He shared, however, in the common defeat of his party.

Two years later the same gentlemen were renominated by their respective parties. The administration of the Superintendent was believed to have been so unpartisan and judicious that no inconsiderable portion of the Republican convention was disposed, without the slightest solicitation, to favor his nomination by that body. Save in the head of the ticket the Democrats were again successful, but successful by a majority of only a few hundreds.

During his second term the educational administration had, either justly or unjustly, so won the confidence of educational men, and of the thoughtful and disinterested of both parties, that when the Democratic convention again assembled to designate candidates for State officers, the Superintendent was renominated by acclamation, and substantially without opposition, for a third term. To this result both educational and Republican influences had contributed. The nomination is believed to have been all but unanimously desired by the teachers of the State, and was well received by the press of both parties. The nomination, moreover, was believed to be equivalent to election. The success of the Democratic ticket was generally conceded, even by the opposite party, to be probable. In any event it was believed its defeat was possible by only

a small majority. It was thought the re-election of the Superintendent was assured.

The election, however, as that of four years previous, falsified all prediction. Instead of a Democratic, there came an overwhelming Republican victory, carrying in every candidate of the party. Although the returns indicate that the Superintendent received between three thousand and four thousand Republican votes, running more or less ahead of his ticket in over 40 counties of the state, and, in the aggregate, more than 5,000 votes, yet the majority against the ticket as a whole was too great to be overcome. He is buried in the common ruin that has overtaken "the party."

It is certain that this result is directly opposed to the wishes of the educational people of the state. It is certain that they voluntarily did all they reasonably could to prevent it. They desired at this time to aid in establishing a precedent for the divorce of education from political hazards and changes. It was not regard for the Superintendent, but loyalty to education that impelled them. They regret their failure, but we greatly mistake the educational sentiment of Wisconsin if out of that failure there does not come a stronger determination to succeed hereafter.

What are the lessons to be learned from this experience? There is one to which we wish to call especial attention. The chief supervision of the public school system—that system upon which we mainly base our hopes of the future well-being, and even prosperity of the State—is every two years the creature of an accident. The Superintendent is selected by the party convention not for any eminent and special fitness for the office, but because he resides in a certain locality, and has a few influential political friends to push his interests. When nominated he triumphs or fails with the party to which he belongs. The man who is unknown and untried triumphs with his party over the man of proved qualifications. The man whose four years trial has won the confidence of all those immediately concerned in the educational work, and whose experience has just fairly begun to qualify him for his duties, is swept away in the common defeat that temporarily comes to his party. The educational forces of the State are powerless to prevent it. It this wise? Is it safe? Is experience of no value in the varied and difficult duties of the educational office; and if valuable is there no way to secure the reasonable continuance of its service?

THE SUPERINTENDENT ELECT.

While our present system does not secure the fruits of experience in the chief educational officer, the accidents that have brought changes may be said to have been lucky accidents, in that the new men they raised to the head have in every case proved to be competent men. It is a matter of congratulation that the whirligig of politics has again just now given us for an educational leader a man well qualified for the work upon which he is soon to enter.

President W. C. Whitford has been intimately known to the writer for many years. He is a man of thorough education, being a graduate of Union College and afterwards of Union Theological Seminary, New York. For nearly twenty years past he has been at the head of a well known college of the State. For several years he was a member of the Board of Normal Regents. He was one year President of the State Teachers' Asso-

ciation. While so long connected with a private college he has had an active sympathy with public school education, and may be relied upon to foster the interests of this in all its departments, common schools, normal schools, and university.

We predict that the administration of Mr. Whitford will be successful and popular. A happy union of genial qualities with firmness and good practical sense will win for him the same success in official life that has uniformly attended the management of his school interests. As he has been exceedingly popular with students so he will win the respect and esteem of the teachers of the state.

That he ran so far behind his ticket is no disgrace nor evidence of want of popular confidence in his ability and fitness. Any other candidate would, under the circumstances, have fallen in like manner behind. Educational sentiment was too pronounced against any change. Now that a change is to be made the teachers of the state will give their hearty sympathy and support to Superintendent Whitford, and we feel sure he will not disappoint their hopes.

EXAMINATIONS.

The following extracts from a circular issued to the Teachers and School Officers of Kewaunee county, by Hon. John M. Read, the Superintendent, are so admirable that we give them place in our editorial pages.

Mr. Read gives some reasons for the reformation which he has announced, of which we make a synopsis, believing that the tendency to the same sort of relaxation is but too common. He says that the administration of the office tends to work into a rut; that teachers too often get their certificates renewed, without re-examination; that sometimes only partial examinations are held, and candidates are marked on other branches from former examinations; that private examinations are too often granted, and that "weak ones" not infrequently shirk the public examinations and afterwards besiege the Superintendent's office, accompanied by their relatives and "influential friends," and perhaps the district board or a portion of it, with importunities for what has been aptly termed by the late Superintendent of a neighboring county, a "certificate of incompetency" in the shape of a limited license. These evils he determined to root out and we doubt not a better corps of teachers will be the result. But for the extracts:

"1. After this date no certificate heretofore issued will be renewed, nor will any certificate be issued upon any examination heretofore held. Neither will the standing obtained in any branch or branches at any examination given prior to this date be made a part of any new certificate.

2. No certificate of any grade, good throughout the county, will hereafter be issued except at the regular public examinations held as provided by law.

3. No private examination will hereafter be given except upon satisfactory proof that absence from the regular examination was necessary and unavoidable; and when a private examination is so given, upon such satisfactory proof, the applicant, if successful, will only be licensed for the particular district in which he designs to teach, until the next regular examination, which he must attend or quit teaching.

4. Only one certificate will be issued to any person at the same series of semi-annual

examinations, and a certificate having been once issued will not be altered by permitting the holder to take a re-examination in one or more of the branches for the purpose of bettering his standing.

5. The examinations in the several third grade branches will be made more comprehensive and thorough, requiring a better grade of scholarship to enable an applicant to obtain the requisite standing in each branch, and to reach the minimum average, than has heretofore been necessary.

The foregoing course of action has been decided upon after mature deliberation and from a settled conviction of the necessity of drawing the lines closer in the matter of issuing certificates, of placing all applicants for certificates upon a plane of exact equality and of raising the grade of qualifications required of teachers.

While there will be no radical change made in the manner of conducting examinations, I am persuaded that the well-being of our schools requires that the standard of qualifications of their teachers should be gradually raised, and this circular will be timely notice to those who have barely passed at the recent examinations that they must make progress themselves or they will fall behind.

I feel sure that I shall have the cordial support and approval of the really capable teachers of the county in all proper efforts to bring our public schools to a higher degree of efficiency and usefulness, and I trust that I shall receive the assistance and co-operation of district officers and the general public in pursuing the course here marked out."

CHILD-GARDENING.

This is simply plain English for kinder-gartening. The figure of speech is as yet somewhat novel, to English ears, but will in time become familiar.

We do not propose to go into any disquisition on the general subject, but to advert briefly to the question of its being immediately engrafted upon our educational system. It is so far a German institution; the outgrowth of German ideas. Germans and Americans are not alike. What might succeed well in Germany would not necessarily succeed here, at least not among our American population. In this state we have, however, not only a large German population, but many communities so completely or so largely German that there ought to be no great difficulty with them in introducing this German institution, if it is desired, especially in our cities. A fair trial or development of it by Germans along side of Americans, for instance in Milwaukee, Sheboygan or Watertown, would furnish the latter class an opportunity to see its workings, and to judge of its merits and adaptability to our wants and to the characteristics of our people.

It is true that if the system is based on sound philosophy, and meets a common want of humanity, as we think it does, it ought to succeed anywhere in an enlightened country; but people are slow, even in versatile America, to take to new things in education, or the change from the district to the town system of school government would not make so slow progress. The Germans are the people then to naturalize kindergartens among us, as they would their methods of vine-culture, or as a colony of Eng-

lish potters, from Staffordshire, would naturalize some particular branch of the potter's art.

In the discussion at Green Bay last summer, two or three gentlemen thought the kindergarten might be added to one at least of our normal schools. We are inclined to think this would be premature at present. We say rather let the work go on in Milwaukee, or elsewhere, under German auspices, and spread itself, if it can, to the American population; and when it has taken root, and become acclimated, and undergone such trial and modification as may be found necessary, it will be time enough for the board of normal regents to ask the legislature to authorize them to engraft it upon one of the normal schools. We have not read of any such success with the system as yet in this country as warrants the belief that we ought to be in any hurry to have it taken up by inexperienced hands. A travesty of it in any community or under any circumstances, would be worse than nothing, and it is not a sound principle of political economy to invest much money in measures to supply a thing that is not yet in demand. We hope however that Mr. Hailman may be able, at no distant day, to report such progress in Milwaukee as will warrant some forward steps. P.

ONE OR TWO BUSINESS MATTERS.

Subscribers in arrears will confer a favor by remitting the amount due without waiting for a "bill" to be sent in the next number.

Those who for any cause may not care to continue their subscriptions, for 1878, will please notify us, AT ONCE, that their names may not be carried on to a new mailing-book.

NEW PUBLICATIONS.

A MIDSUMMER NIGHT'S DREAM. Edited with Notes, by Wm. J. Rolfe, A. M. (Illustrated.) New York: Harper & Bros.

Those who have read or used any of Mr. Rolfe's editions of other dramas by the immortal bard will need no other ground for expecting a treat in this. The Midsummer-Night's Dream is one of the most poetical and beautiful of Shakespeare's creations, and is particularly well adapted for study in a course of English Literature. We would hint another use to be made of these delightful books from Mr. Rolfe's scholarly pen, viz., in Shakspeare Clubs. A few teachers with friends so inclined, may find both pleasure and profit in such a club. For the books, address W. J. Button, 117-119, State St., Chicago.

FIRST LESSONS IN LATIN, by Elisha Jones, A. M. Chicago: S. C. Griggs & Co.

This manual is of the same judicious and simple character as the "Exercises in Greek Prose Composition," by the same author, which we noticed some time ago; and from the favor with which that work was received, we infer that the present one will give much satisfaction to teachers. It is adapted to any of the Latin grammars in common

use, and is an adequate preparation for the study of Cæsar. English sentences to be turned into Latin, on the model of Latin sentences previously given, add considerably to the usefulness of the work.

TEST EXAMPLES IN ALGEBRA, by Prof. Edward Olney, of Michigan University. New York: Sheldon & Co. Price 75 cents.

This book is more especially adapted for use with Prof. Olney's School or University Algebra, but can be made useful with any similar works. Such examples, selected from outside the text-book used in the class, often furnish the most decisive test of the pupil's proficiency and real grasp of the subject, besides adding fresh interest to the study with an earnest class. Address, 117-119 State St., Chicago.

HISTORY OF MADISON AND DANE COUNTY. Published by Wm. J. Park & Co., Madison.

This is a revised, enlarged and improved edition of a work which we noticed on its first issue. Not only Madison but every town in the county is sketched, together with a few neighbors beyond county lines. A large mass of interesting details of the early and later history, growth and development of Madison and old Dane have been gathered through the industry of the publishers and their numerous collaborators, and the book, which is very handsomely printed and bound, and copiously embellished, must have a large sale.

AN OUTLINE OF GENERAL HISTORY; by M. E. Thalheimer, author of "Manual of Ancient History," etc. Cincinnati and N. York: Van Antwerp, Bragg & Co.

To present the story of the world in a single small book, in an interesting manner, is a difficult task. Goodrich (Peter Parley) and Miss Thalheimer have succeeded in doing it. The book before us is adapted to schools and students where the larger manuals of Ancient and Modern History by the same author would be out of place. For a large number of pupils it can be made available where more extended works could not, and could not fail to awaken an interest in the study of History. The gifted authoress has a happy faculty of rendering the study of history highly attractive.

ANNIMAL ANALYSIS, A Method of Teaching Zoology. By Elliott Whipple, A. M. Chicago: Janeen, McClurg & Co.

We have long felt that studying natural science from books merely is a most barren occupation. One of the hopeful signs in our educational usages is an effort, growing principally out of the example and influence of Agassiz, to make nature the text-book. The manual before us is an aid in this direction. It aims to accomplish for Zoology what "Plant Records" do for Botany. The student who thus secures systematic descriptions of specimens will form some plan of study, will do some independent work, and in short become to that extent a naturalist. An appendix gives good directions for forming a school cabinet.

A SYLLABUS OF LECTURES in Anatomy and Physiology, for students of the State Normal and Training School at Cortland, N. Y., by T. B. Stowell, A. M., has been sent us by Davis, Bardeen & Co., publishers, at Syracuse. We should say it would be useful to any teacher of the subject. It may be used in connection with demonstrations in anatomy, charts, diagrams, stereopticon views and the microscope.

THE ATLANTIC for November continues the Queen of Sheba, by T. P. Aldrich, and contains also Survival of the Fittest, by C. P. Cranch; Portugal and the Portugese (1st paper), by S. G. Benjamin; a paper on De Quincey, by G. P. Lathrop; some poetry for the season, and very readable matter as usual in the various editorial departments. Hurd and Houghton—$4.00 a year. Single numbers 35 cents.

Mr. J. H. Sampson, of Columbus, Ohio, who is author of "Parsing Blanks" and a "Comprehensive School Register," sends us a specimen of a well gotten up Examination Record; also a Class Book of Federal Government, which would assist our teachers in instructing their classes on the Constitution of the United States.

NOTES.

Prof. Searing can meet a few more lecture engagements after the middle of January, but is able to make no more to take effect earlier than that.

Miss J. L. Terry, formerly teacher of Music and in the Grammar Dep't of the Soldiers' Orphans' Home, Madison, has accepted the position of Preceptress and Teacher of Music in Marshall Academy.

We learn that the Academy at Patch Grove is *non est*. The building is rented to the school district there for public school purposes, and they now have three departments. Miss Eliza Nagle, a graduate of the University, is the principal.

A county superintendent of long experience writes us: I am fully convinced that the average Wisconsin teacher, (which represents the great mass of those engaged in the work) will receive far greater benefit from a regular and careful perusal of the JOURNAL than from any other educational journal published.

A critical district clerk writes: "I find in your circular to me the word "permissory." Please tell me in what dictionary I will find the word." The word is in no dictionary, but is certainly in use, and is a legitimately formed word, like "promissory." Webster's Unabridged by no means contains all the words of the language. If exclusion from the dictionary is outlawry of a word, "unabridged" itself is under ban, since it is not found in the volume.

A teacher (?) recently appealed to the State Superintendent for a certificate. Among the printed questions submitted was the following "What is the cause of ocean currents?" To which was carefully written the lucid answer, "The cause of ocean currents is the direction in which it runs." A fair sample of over half the answers.

A candidate for a teacher's certificate at a recent examination in Iowa county wrote the following answers to three questions:

"Benjamin Franklin was President of the United States at one time.

"Alexander Hamilton was one of the leading men in the last war."

"The minerals of Iowa county are Coal, Black Jack and Lead."

A letter from Prof. A. E. Chase, late of Hartford, Wis., now principal and superintendent of the schools of Georgetown, Colorado, speaks hopefully of his prospects of success.—Georgetown has about 4,000 inhabitants, a very large proportion of them males. The population is very mixed. In the school are children born in almost every European country, while nearly every State and Territory of the Union is represented, and even the Islands of the Pacific send pupils. He says: "The children are remarkably bright and quick to learn. I never saw better material out of which to make a school." Mr. Chase has more than 300 pupils, and five assistants. One of the latter is Miss Sabin of the Oshkosh Normal School, last year an assistant in Prof. Howland's School at Eau Claire.

Prof. J. H. Chamberlin, late at the Whitewater Normal school, has taken charge at Black River Falls.—I. N. Stewart, late at Grand Rapids, is now at Berlin.--W. E. Todd, a graduate of the University, is in charge at Lodi.

The Governor has appointed Hon. E. W. Keyes, of Madison, a Regent of the University in place of Geo. H. Paul, of Milwaukee, whose term had expired. Mr. Paul made an admirable Regent and we deeply regret his loss from the Board, especially as a representative of Milwaukee. We do not however share in the fears of many educational men respecting his successor. We believe Mr. Keyes will bring his well known energy and ability to the continued up building of the University, in whose welfare no one is more deeply interested.

The Chief Clerk in the State Superintendent's office pronounces the annual reports of Supt. Tracy, of Rock county, for the past few years, the most perfect reports sent to the Superintendent. If all were like them the work of compiling the statistical tables for the State report would be materially lessened, and their accuracy doubtless greatly increased.

We see by a Pennsylvania paper that Dr. French, of Vermont, who has been doing some Institute work lately in Pennsylvania, has been appointed Associate Principal of the Mansfield (Tioga Co.) Normal School. Prof. F. A. Allen, the Principal, needed this assistance, having on his hands the charge of the Soldier's Orphans' School, in the same place.

A teacher late of Calumet county, writes us from Bury, Lancashire, England, asking for the numbers of the JOURNAL, in 1871-2, which contained sketches of a teacher's experience by "Pen;" under the caption of "Nothing but Leaves," saying, "I would like them here to show the trainers of young John Bull several ideas that struck me when I read the tale."

The people of the First ward of Milwaukee, are engaged in a laudable endeavor to enlarge and improve their public school grounds. A report by R. C. Spencer, chairman of a committee appointed by a public meeting is before us. It goes into the subject with all Mr. Spencer's well known enthusiasm, and the movement, which looks to the aid of horticulture, art, music, lectures, e.c., as accessories, we trust will meet with abundant success.

The Jefferson Collegiate Institute, in charge of Mr. Edwin Marsh, is on its second year of work, and is meeting, we believe, with fair success. To accommodate all, an evening school is maintained, an educational expedient needed in many places.

The State Superintendent has just received from the Educational Department of Japan what appear to be an educational report and several text-books, all printed in the Japanese language. The paper is of feathery lightness, the leaves double, and the elaborate characters appear to be arranged for reading in vertical columns. The text-books are illustrated with engravings. These are in all respects singular specimens of book making.

The most enthusiastic teacher in attendance at the state institutes, yet heard from, is a lady who attended the one lately held, at Mt. Sterling. Wishing to spend the Sabbath at her home, twenty miles distant, she started Saturday afternoon, rode four miles and walked sixteen. Sunday afternoon she started on her return trip, walked sixteen miles, stopped at the house of an acquaintance, and finished the remaining four miles Monday morning on foot before the institute opened. She deserves a life certificate--marked 100 per cent. throughout.--*Educational Weekly.*

Here is a paragraph from the St. Paul *Pioneer-Press* which shows the impracticability of text-book laws such as that passed last winter by the Minnesota legislature. The trouble is the people generally will not obey the law, as they will not obey a compulsory-attendance law:

"Action has been taken in several counties adverse to the text-book law. The commissioners of Chippewa county say: 'In view of the expense which would be imposed on the county by changing books at this time, we recommend districts to continue through the winter the text-books now in use.' Yellow Medicine county recommends the same course. In Blue Earth, Lyon, Olmsted, Mower, Winona, Hennipen, Houston, Wabasha, Fillmore, Freeborn and Stearns counties, the commissioners have either positively declined to act under the law, or taken a position of masterly inactivity, which will prevent county superintendents from ordering books. Their course will be not to make requisitions, unless boards of county commissioners express a purpose to pay the state for all books ordered as required by section 7 of the law."

It is said that about a hundred English and American teachers are employed in the schools of Japan.

Pupils of the Parisian schools, who have obtained prizes in their respective classes, are sent on a pleasure trip to the seaside, at the public expense, under the direction of men who lecture on the places visited.

Prof. W. H. Hoisington, of Janesville, Wis., the "Blind Lecturer," is prepared to make engagements to deliver before literary and lecture associations his interesting and valuable lectures on Ancient Egypt. Prof. Hoisington is a highly educated man, a fluent and agreeable speaker, and remarkably versed in the knowledge of the history antiquities, and general lore of the wonderful country which was the cradle of civilization. His terms for one or more lectures are such as to place them within the easy reach of every village association. Address him as above and arrange to have at least one of his lectures in the Winter's course.

By an oversight *Phelp's Teachers' Hand Book* was omitted from the educational list of books in "Reading for Teachers," published in our last issue. We know this to be one of the most practical and useful volumes of the kind yet published. It has just been translated into Spanish and officially adopted as a text-book in the government normal schools of the Argentine Republic. We say this not in the interest of its accomplished author, President Phelps, of the Whitewater Normal School, who has not the slightest pecuniary interest in that or any other book, but simply in the interests of teachers and of education.

From the State Treasurer, we have the following report of the various educational funds at the close of the fiscal year, Sept 30th, 1877:

INVESTED AND PRODUCTIVE.

School Fund	$2,596,361 07
Normal School Fund	985,681 84
University Fund	223,240 32
Agricultural College Fund	540,791 90

NON-PRODUCTIVE OR UNINVESTED.

School Fund	$74,195 22
Normal School Fund	45,056 84
University Fund	1,567 62
Agricultural College Fund	1,975 70

Hence it appears that the total Normal Fund was $1,030,738 68.

The Educational Meetings in the holidays we *suppose* will come off as usual, and occur on Wednesday and Thursday, December 26 and 27, but we have received as yet no Programmes for publication. Last year the Meetings of the Superintendents were on Wednesday and Thursday afternoons. There was also a session of the Principals, Association. We hope to issue the December number by the middle of the month, and to announce the Programmes for the above meetings for the information of our readers.

In these days of crudities and vagaries in the politico-financial atmosphere, it would be a good thing for every one to read Perry's Political Economy, advertised by Scribner, Armstrong & Co., on the second page of the cover, with sundry other excellent text-books. For Guyot's Geographies we have always had a strong affection, as the pioneers in this country of a rational method of presenting the subject.

A special meeting of the Department of Superintendence, National Educational Association, will be held in the lecture room of the Congregational church, Washington, D. C., commencing on Tuesday, December 11th, and continuing two or three days. Important business will be transacted concerning measures for strengthening the National Bureau of Education, the establishment of a National Educational Museum, the proper representation of the educational interests of the country at the Paris Exposition, the appropriation of the proceeds of the public lands to school purposes, and others equally important. Papers are expected to be read by Hon. John Eaton, United States Commisioner of Education; President J. D. Rankle, of Massachusetts; Hon. William H. Ruffner, of Virginia; Hon. John Smart, of Indiana; Hon. William S. Thompson, of South Carolina, and others.

The high reputation of Prof. Gildersleeve will insure interest among teachers of Latin, in the elementary text-books prepared by him as announced on the next page.

The International Review seems to be now well established. The general object of this Review is the able, impartial, and popular discussion of the prominent topics of the time, literary and scientific, religious and political, national and international. It is published bimonthly, thus enabling it to present to its readers articles upon the chief matters of public interest, while they are fresh and engrossing. Published by A. S. Barnes & Co., 5.00 a year

The initial article this month, by Mr. Miller, on Promotions, treats judiciously a subject that needs more attention.—The graphic description of things in the Sandwich Islands, by Mrs. Webster will be read with interest, as will also one of our selections, namely, Prof. C. H. Allen's account of climbing Mt. Shasta. —Mr. J. G. Davies speaks to the point, on our Educational System, and Mr. Lunn and K. A M. do the same in regard to Reading, advanced and primary.—Institute Hints betray the presence and wise counsels of Prof. Graham, who is always dropping good words.—School Savings Banks are worthy of careful thought.—As usual some points of law are examined, and in the correspondence something is said about dictionaries.

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A PLEA FOR ART EDUCATION.

While, in the past few years, schools of science have sprung up on every hand in America, but little has been done in the way of giving the American people an art education. I do not wish to undervalue the importance of scientific knowledge—the passion of the age, but on the other hand am heartily in accord with the spirit of scientific inquiry so justly popular; yet at the same time I feel that as a people we are neglecting a very important part of a complete education.—Violet le Duc in his Discourses on Architecture, says that in France the higher classes have a fondness and the masses a passion for art. How far is this true of the American people? A few of the higher classes are interested in art, but the masses are in almost entire ignorance of it.

This is not to be wondered at considering the youthfulness of our people. Not that we are young in general knowledge like the nations of antiquity which reached a perfection in some of the arts that we may not hope to equal, but we are a comparatively scattered people in a new and wild land, and from necessity compelled to devote our time to what are termed more practical things. Yet it is not to be expected that we are tobe slow in coming to maturity, since we are not a seedling but a transplanted tree. The Romanic and the Germanic nations of Europe have been long in their growth because their progress has been owing to development within themselves, and not in part to borrowed wealth of knowledge. The American people being a scion of a tree in fruit should sooner come to bearing than nations which have grown independently from the very germ. The

portion of our people living east of the Mississippi have already passed the stage of youth and have settled down to middle life, and are in duty bound to enter into an education that will make themselves and their children happier.

That the progress of art should be slow among a people in comparative ignorance of it is not strange, since upon any subject so little understood there will be held erroneous views, views which owing to their incompleteness are detrimental to its advancement. But thinking men must bestir themselves and set the people aright on the important subject of art.

That our people should become an artistic people needs no further argument than that a people should become learned in that which will make it better and happier; but art will make a nation better and happier, and therefore should be made a part of the general education of the people.

A move has lately been made in Massachusetts to give the people something of an art education, but it is restricted to industrial art. This is all well enough in itself, but is not enough. Such work must necessarily be sectional, since we are not, as a whole a manufacturing people, and even if we were it would not be sufficient, since it stops short of the highest object of art, that is the cultivation of some of the higher faculties—giving power to comprehend in the highest extent the beautiful and through the beautiful the good. The study of some forms of art, as drawing for disciplinary purposes, is gaining ground and justly so; for it has a disciplinary value in a direction that no other study has. But adding disciplinary art, and placing it above industrial art, does not fill the measure.

That disciplinary studies should be placed above mere technical studies must be evident to any one, since in their application and use they are more universal than mere "brod-studiren." For the same reason that I place disciplinary studies above purely industrial, I place the third object of art education above the second, and more than this, because *taste*, this third object, lies nearer and more concerns the higher life of the individual and aids him to become happier and better. This faculty of taste, or an appreciation of the appropriate and beautiful, is as susceptible of culture as any faculty we have, and should not be neglected; and it is for the third object of art education that I

make a special plea. There ought to be among our people a higher aim than money getting. It is sad to contemplate the close of a life that has been narrowed in its walk to the rounds of acquiring wealth, for these material luxuries having lost their charm, the decrepid mind, in a complaining senescence, awaits the change. On the other hand learning in general tends to raise the thoughts to a hight independent of trivial surroundings; but, especially is a cultivated taste a perpettual source of pleasure and furnishes for a mind wearied with the cares of a busy life ambrosial food.

It is acknowledged by all the world that the American people are wonderfully progressive; yet, it is not too much to say that they lack taste. That they do lack it is evident from their buildings, their furniture, their wall-decorations and a thousand other things. It has been said that the American people delight to be humbugged. Whether this be true or not is immaterial, but it is true that in matters of art they are humbugged every day, and they will continue to be humbugged so long as so little attention is paid to art education. To call to mind a few cases of humbugging in art matters is not out of place.—It is the common practice of a class of shoddy newspapers to offer with each subscription a "fine chromo worth double the price of the paper." These pictures are hawked about the country by the thousand and many are the victims. It ought to be evident to every person that no one would give away a picture which is worth twice the price of the journal which it is intended to sugar-coat. These pictures are not chromos in the true sense of the word. They are little better than the old-fashioned colored lithograph which is still displayed on the walls of houses. These pictures are, many of them, caricatures of art, rather than a sample of it. This practice is not confined to the lower order of sensational sheets, but is indulged in by so-called religious papers. How many of the homes of Wisconsin have displayed upon their walls such carricatures as "Wide Awake" and "Fast Asleep," or "Little Runaway." The "true inwardness" of any religious paper is of a low order when it must be bolstered up by humbug.

Having occasion to remain a few days last summer in a small town my attention was called to some showy signs announcing an assignee's sale of a stock of fine chromos. I stepped in and found hanging upon the walls hundreds of cheap colored pictures placed in frames almost

valueless. These pictures were marked all the way from three to fifteen dollars; but were being sold at the ruinously (?) low rate of from two to five dollars. A great many were sold; hundreds of dollars (and people) were taken in. Now I know that these pictures, frame and all, did not cost over $1,25 a piece. It was no assignee's sale at all; but a sharp game played upon a people whose lack of art knowledge made them game for sharpers. This same thing was played in town after town; and I venture to say that during the past ten years the people of Wisconsin have been swindled out of money enough by such concerns as this and by sensational and other loose moraled papers to support a chair of art in every higher institution of learning in the state.

As further evidence that we lack æsthetic culture, one need but look at our dwellings inside and out. All sorts of ridiculous ornaments are stuck on to porches and gables. Attempts are make to approach the grand, where grandeur would be out of place even if it could be afforded. How many "wings" stand waiting through the weary years for an expected magnificent "upright" when the owner shall have become rich. Its weather-beaten unfinished side tells to every passer by the story of great expectations. How often do we see gaudy papers on a wall, and these often bottom-side up? Who has not seen rich carpets having shaded patterns, laid with the shaded parts *toward* the light? Or good honest pine finishing, "grained" to represent oak? Or organs with looking-glass attachment? I have even seen a parlor organ with a clock in the top. The thing would have been complete if some one would invent a sewing and cooking attachment besides. Who has not seen a wreath of paper flowers displayed in a frame worth enough to purchase a good picture, frame and all? Who has not seen engraved copies of the Lord's Prayer, in which "Our Father" was represented in *human* form. We often see displayed in the best room great striped plaster of Paris cats, or baskets of delicious plaster of Paris peaches, or "agricultural wreaths" made from varnished squash and cucumber seeds on which time enough had been spent, if applied at fifty cents a day, to purchase a nice little gem of art.

With all our getting of learning let us get a little of that learning that tends to refine the taste. But this learning can be got by the

greater number only through the establishment of art departments in our higher schools and the teaching of drawing and the principles of art in our common schools. Shall these things be done?

Whitewater Normal School. W. S. JOHNSON.

DEVELOPMENT.

An Essay delivered at the Teachers' Institute held at Alma, Buffalo Co., 27th of August, 1877.

I take up this word "development" which is now so common, to show the advantage to be derived from studying, somewhat minutely, the precise import and meanings of words. For teachers, more perhaps than any other class, have to deal with *words:* these constitute, so to speak, their stock in trade; they are the fine and delicate instruments with which they work; and for them, therefore, there can be no more profitable study. Every word has a biography, and the true scholar who wishes to get at the best of any subject cannot approach it from any point more likely to give full satisfaction; for most of our quarrels and misunderstandings arise from misconceptions of the precise meanings of words. Not all words alike, of course, afford equal scope in this direction; but there are certain leading or test words that are full of meat and nourishment, and that will amply repay the diligent student for the trouble of searching out their origin and history.

Now, the massy volume which, by a wise liberality, lies on the desk of every teacher in Wisconsin, the result of the combined labor of many eminent scholars, is essential to all of us; and it is particularly full on the subject of *etymology* or derivation, in which Noah Webster, the original author of the great work which has since his death been so greatly enlarged and improved, was so great an adept. In this his favorite study, he spent many long and laborious years, and the fruit of his ardous labors will serve to enlighten and instruct generations yet unborn. For the most part, however, the teachers of our common schools, if they ever examine the book at all, do so more frequently to ascertain a doubtful pronunciation than to discuss the meaning of an important word. Now, while the correct *pronunciation* of words is a subject of prime importance more especially here in the west where such a concourse of people meet from all parts many of whom never heard of the "oral elements" or of kindred subjects, yet teachers, in their zeal for a correct enunciation, must not forget

meanings. Both are equally important and should alike form the subjects of examination of applicants for certificates. The true key to a correct *elocution*, or a correct rendering of any passage, is undoubtedly to be sought in clear and definite understanding of its meaning. In our school-readers, at least in some of them, the principal words and allusions are explained at the bottom of the page; but there is still much use to be found for the dictionary which every true teacher will frequently consult for the benefit of his scholars as well as for his own private instruction.

The word "development" is a very common one now-a-days; so common indeed that we find it in almost everybody's mouth and in every column of every paper. The statesman and politician very frequently use the word for they must needs frequently speak of developing the resources of this vast and magnificent country! The historian, the philosopher, the poet, the artist, the orator, the preacher, the dramatist, the man of science—all must use it often and recognize it as an essential part of the language, conveying as it does an idea or rather ideas which no other single word perhaps could so fittingly and fully express. It is derived immediately from the French *developper*, and is defined by Webster as "an unfolding, the discovering of something secret or withheld from the knowledge of others—disclosure—full exhibition." Were we to trace the word to its source, and to find when and how it was introduced, we should be entering upon very profitable investigation, and one which would show us the great benefits of an acquaintance with *philology*. In the growth of language, words of this kind mark *eras:* they come in just as they are required by the progress of speculation. In this way, the philosophical study of language often leads to very important results; it lies at the basis of all the *ologies* and in fact comprehends the fundamental principles of all knowledge. Viewed in one aspect the word "development" conveys the notion of *improvement* or *progress*, or the transition from a lower to a higher condition, and it is in this light that we shall at present consider it.

In the first place, then, we find the history of education to be a *development*, an unfolding; although it has not yet reached the point of "full exhibition." With the last generation, wonderful and unexampled progress has been made in the onward march of public edu-

cation in all countries but especially with us in the United States. An intelligent scholar in one of our first-class high schools now knows more of science and the laws of the universe than did a college professor fifty or eighty years ago; and as it has been in the past so will it be in the future, and still we are yet but in the first stage of progress. We want A SYSTEM which shall render uniform the plans and methods pursued, so that perfect harmony of action shall prevail everywhere even in the remotest country school. At present, in the rural districts, there is little or no *system* pursued, but each teacher does what is right in his own eyes without regard to others! Suppose a number of masons were to build a wall on the same mixed principle, what like would it look? At present, the country teacher is little better than a legalized *tramp* seldom remaining in one school more than a few months, and then trudging on to another field where he expects to find things more agreeable, or in search of better pay; while ignorant, prejudiced and narrow-minded school-boards do what they can to prevent any improvement in the state of affairs.

Still, taking everything into account, there is upon the whole little cause to complain. The world moves and the country schools must move along with it. A new agency has now entered the field and one which promises the happiest results, if continued in full force. Of course, I allude to "Teachers Institutes," which are a sort of half-way normal school. A better idea could not have been thought of, and it is gratifying to all of us to know that in this noble work our own state has taken the lead, and we trust will keep it. Wisconsin has thus stirred up some of the older states to a wholesome rivalry. Teaching is thus becoming a power in the land second to no other. In the United States the number of teachers is already so great that if they were all collected together they would form a magnificent army two or three hundred thousand strong,—equal in number to the Russian army of invasion! When working in harmony under a grand uniform system which greater experience and wisdom will yet reveal, what may we not expect from the combined labors of so vast a number? What power on earth can resist an army so well organized and equipped? For, unlike the army of the Czar or any other warlike battalions however numerous or powerful, this army can never be broken and put to rout. Its advance is ever forward, and no back-

ward steps are ever dreamt of, and it will yet force its triumphant way farther than the Roman legions ever penetrated, farther than the "meteor flag of England" ever flew; and it will make conquests in lands and among peoples afar off and in remote countries where even the royal bird of Jove itself can never expect to spread its conquering pinions.

As a body, it is allowed that teachers are quiet and unassuming in their demeanor, nor when they meet together are they given to noisy demonstrations. You never hear of a teachers' *strike* for higher wages, and yet the great majority are far from being overpaid. The railway employes startled us the other day by their fearful conduct, burning and destroying like madmen all that came in their way. They are a useful set of men, for they keep open the highway of trade and commerce. They considered themselves underpaid, and hence the riots; but where, in all the history of the world, did you ever hear of such a combination among teachers? And yet they too keep open a highway as great and important as any that trade or commerce can boast—a highway without which mere iron roads would be of little service—the highway namely of education, knowledge, enlightenment, without which the wheels of civilization would soon begin to drag heavily in the dust and mire and the gloomy reign of cruel barbarism again settle down upon the world! If the teachers meet at all it is for self-improvement, without any thought of wages or salary; knowing as they do that in proportion as the world becomes better fitted to appreciate their services and in proportion as they render themselves better qualified for their duties, will their services be likely to be more highly valued and in the end better rewarded.

In the next place, man himself physically considered, is a development, although, from first to last, he must have been the undisputed lord of creation! In other words, as he came more under the dominion of reason and judgment and less under that of appetite and passion, his *material frame* would naturally undergo a corresponding change for the better. This hardly needs an illustration as we see so many proofs of it every day of our lives. Upon those who give themselves up to their lower propensities, the "mark of the beast" is ever conspicuously displayed in countenance or looks. But here we come into conflict with Darwin's theory of the "descent of man" whom he

somehow makes out to be little else but a highly developed ape or monkey! But even were this very humble theory of man's origin proved beyond a doubt, it is admitted that it was "long, long ago" since the last tail was amputated or absolved and man had learned to stand upright upon his two hind legs—so long, indeed, that practically it would amount to very little. We are now, and have long been, upon a *new footing* (speaking *literally*) and have long ceased to recognize our "country cousins" the apes and monkeys as any relations at all, and they are virtually counted out of the succession, nor ever dream of appealing! But to be serious, such speculations are useful in so far as they stimulate thought and awaken enquiry and reflection. They set the people to thinking and this itself is a great point gained. The fact is, not a few among the laboring classes of this country read a great deal, but mostly what is called "the news," and they think very little for themselves. They get their thinking done for them by public writers, lecturers and demagogues, ready-made, just as they get their garments ready-made at the store. Of course, there are many noble exceptions. In large cities, the long-haired cheeky declaimer who appeals to passion and prejudice is the great oracle, and to the bad influence of such firebrands do we owe the late riots. Now, in our schools, we have the "Constitutions" taught—but we need the *Elements of Political Economy* taught likewise, as a companion subject and one of at least equal importance. Educators of influence should see to this. Capital has rights which should never be trampled under foot. Political economy, in its largest view, teaches the relations of the employer to the employed, producers and consumers, and has for its fundamental principal equal and uniform fairness and justice to all. It teaches the law of demand and supply and how this affects the rate of profit and wages. It recognizes the possible occurrence of "hard times" when wages must of necessity be low until the times alter for the better. Ignorance and unreasoning go together. When hard times come, it will not do to fly in the face of your employers, because *they* may feel the pressure just as much as their workmen or employes. To do so would be to act like the foolish man who gets himself jammed up in a crowd and then commences to beat and to pound the unfortunate persons who happen to be next to him—forgetting all the while that *they* are pressed upon equally with himself and that the real cause of the crushing must be

sought for in some other quarter. Therefore, teach political economy for the million because from all appearances they stand greatly in need of a few lessons.

As connected with Darwinism we now proceed to say a word concerning Huxley's theory of *protoplasm*, or what may be termed *life-stuff*. This theory is admittedly borrowed from the Germans. These patient and indefatigable laborers in the field of science who are constantly bringing to light new truths, and such a man as Huxley, able and original as he undoubtedly is, merely popularize their views for the benefit of English speaking people. In this country, money-making, business, politics and office-seeking absorb so much of our attention that little time is left for such patient and original research; while, in the land of beer and metaphysics they manage matters better. Politics never costs them a thought; and they are never worried at the thought of packed caucuses and conventions and stuffed ballot-boxes and repeaters, and false returns! Consequently, their minds are left free to think without interruption from disturbing influences of this and similar kinds. Thus, we are not surprised to find that from the poet Goethe was first derived the seed-thought which Darwin has elaborated into a system; and in like manner we find that from a number of recent German physiologists Huxley has also borrowed the idea of protoplasm, which however has but little bearing on the vital questions affecting the interests of the race.

In the third place, education, from the cradle to the grave, is a process of development. To illustrate this, teachers should study well the doctrines of Froebel relating to *kinder-garten*. The study of this beautiful system will amply repay the trouble bestowed upon it. Froebel first of all became convinced of the fact that the earliest years of life are by far the most important and that before the age of 6 the foundation of the character is to be laid. Most of the trouble which teachers have in school arises from improper training in early youth. One half of the school children, as teachers well know to their cost, are spoiled even before they reach the common school. In this respect, there is much need of radical reform. Obedience to rightful authority lies at the foundation of all progress and improvement, of all law and order. Not every mother is fitted to train up a child properly, and many a good child has been ruined for life by bad early

training, or rather the want of any training, and it has long been a proverb that every great man is "the son of his mother." Such a mother had Goethe, such a mother had George Washington, and Robert Burns, and many others who have been the leaders of their kind. Thus, for good or evil, the nursery is mightier than the ballot-box. As paradise was lost to man by the act of a woman, so can it be restored to him only through the same instrumentality. Women are *the* appointed teachers of the young, and we hope therefore that the time is not far distant when the *kinder-garten* will form a regular branch of the common school system of this country.

In the last place, our theme supplies *a moral* which is applicable to all. Are we developing in the right direction, are we going backwards or forwards? It is the unchangeable law of our being that we must be doing either the one or the other. We know, for instance, that a tree must be either growing or decaying; there is no middle way; it is living or dead; the moment it ceases to be a living thing; from that moment it begins to decay. So also precisely it is with our immortal minds; as soon as they cease growing, improving, developing, they begin to go backwards, to degenerate, to decay. This is a very important lesson and one which we would do well to lay to heart. To be growing, that is, to be learning or doing something useful or profitable every day; to be daily growing wiser and better, and nobler and purer, is thus the great end of our being. The question is not so much—have you great talents; have you undoubted genius for this or that; is your "standing" above this person or that; but the vital question is, are you improving those qualities of head and heart, those talents whatever they may be, that providence has bestowed upon you *to be used* to the best advantage for yourself and others? An individual endowed with but one poor talent may, by cultivating it right, outshine, in real merit, the greatest genius that ever lived who neglects to improve or who perverts his gifts. It is too much the custom in our day to prefer the gifts to the graces of character. And here I am tempted to quote from the famous Scotch poet Robert Burns, a few lines in illustration of the value of graces over gifts—lines which breathe the true and wholesome spirit of all sound education, and which should be inscribed in letters of gold at the entrance to every school-house in the land:

"Yes, man's true, genuine estimate—
The grand criterion of his fate—
Is not—art thou high or low?
Did thy fortune ebb or flow?
Wast thou cottager or king?
Peer or peasant? No such thing!
Did many talents gild thy span,
Or frugal nature grudge thee one?
The smile or frown of awful heaven
To VIRTUE or to VICE is given;
And to be just, and kind, and wise,
There, solid, self-enjoyment lies,
While foolish, selfish, faithless ways
Lead to the wretched, vile and base."

ANGLO-SAXON PROVERBS.

Selected and Translated by S. H. Carpenter, LL. D., State University.

1. Be not fond of sleep or idleness; for sleep and idleness feed the vices and unhealth of the body.

2. When thou blamest another, remember that no man is faultless.

3. Argue not with an obstinate or a talkative man.

4. To many a man is it forgiven that he should speak, but to few that they should be discreet.

5. Be more thankful for what thou hast than for what is promised; where little is promised, there is little lying.

6. Be not too obstinate, for it is more fit that thou shouldest be beaten with right than that thou shouldest beat with wrong; it is the greatest honor that a man should be able to discern the right, and be willing to acknowledge it.

7. Speak oftener of other men's good deeds than of thine own, and tell them to many.

8. When thou art old and hast learned the sayings and the lore of many elders, teach them to the young.

9. If one falsely accuse thee of some wrong, and thou knowest thyself to be blameless, care not what he says or mutters; he charges thee with what he thinks.

10. When thou art happiest, then remember that thou mayest suffer adversity, for the end is not always like the beginning.

11. Calculate not too much on the property of another, or the death of another; no one knows who will live the longest.

12. Though a poor friend give thee little, take it with many thanks.

13. Fear not death too much, for no man enjoys pleasure while he dreads death; do not forget it altogether lest thou neglect the everlasting life.

14. If thou hast children, teach them trades that they may live by; it is uncertain how it may go with them as regards property. Trade is better than treasure.

15. Never promise twice; why should you promise the second time, unless you lied the first?

16. Don't buy your knowledge on trust; be more thankful for what you have than for what you hope.

17. Be not too hasty; hate comes of anger, love of gentleness, and when thou must be angry be moderate; wait until you can act calmly. Patience is the greatest power.

18. Help both the known and strangers; no one knows when he may need another's help.

19. Be satisfied with what thou hast; it is safer in a little ship on a little lake than in a big ship on the ocean.

20. Do not ween that evil will ever get good, for though it be hid for a while, at some time it will be revealed.

21. Seek not to find out by lot how it shall happen to thee, but do the best you can; God will do his will concerning thee although he tell thee not beforehand.

22. Envy no man's good, for you vex yourself rather than him.

23. If thou hast a quarrel with any one, after you have been reconciled, do not twit him of the old quarrel, unless he begin it.

24. Neither praise nor blame thyself; either is the part of a foolish man greedy of vain glory.

25. The more a man talks the less he is believed.

26. Take warning from others, for each man's life is every man's lore.

27. Listen not to the words of a foolish man, for many a man can say nothing worth while, and yet cannot keep still. It is foolish too speak before one thinks.

28. Pay no attention to the words of an angry woman, for she will often deceive thee with her crying.

29. Dread not death too much for any pain; though it may never seem very good, it is the end of every evil and comes but once.

30. Despise the splendors of this world, if thou wilt be rich in thy mind, for those that desire wealth are always poor and miserable in mind; but be satisfied with thy lot, and then thou always hast enough.

31. Enjoy thy property while thou art hale; the sickly miser owns property but does not own himself.

32. The fool fears wild beasts, but does not fear the man that teaches him to sin.

33. If thou hast strength use it for good.

34. If thou wilt have good fame, rejoice not in evil.

35. Learn some trade; though fortune fail you, craft will never forsake you.

36. If you have a trade practice it carefully; as care increases man's moodiness, so craft increases his honor.

37. Learn somewhat of the wise that thou mayest teach the unwise.

38. Trust not still water, nor despise a mild man; still water oft breaketh the shore.

39. Begin what you have an opportunity to do; it is safer to row along the shore, than to sail on the sea.

40. If an old friend desert you, do not forget that he once pleased you.

41. Plough with thine oxen and offer with thine incense; foolish are the men that ween that they please God when they kill their oxen.

42. Waste not your own lest you may need another's.

43. Care not how fate goes; he that fully despises this world does not much dread death.

44. He that fears always is always dying.

45. If you wish to do many things better you will do one thing worse.

46. On every river the worse the fords the better the fish.

47. Take no counsel of a witch, nor seek word from the dead; truly God forbids such things.

48. Take no bribes, for they blind the mind of the wise, and change the words of the righteous.

SELECTED.

GROWTH AS TEACHER WHILE TEACHING.

Past all help, our public schools must, the greater portion of them, be taught by young, inexperienced, temporary teachers. These are not without their good qualities. Their elasticity of constitution, freshness of spirits and youthful enthusiasm, are invaluable qualities in our crowded school-rooms. For the other part there are serious deficiencies. They lack the sound judgment, the shrewd experience, the professional skill, needful to the best,—needful to even good teachers.

But with too many there is a worse want than this. Like other practical businesses, the best part of the art of teaching must be learned in teaching. No commercial college can make any student of a certainty a successful clerk or a satisfactory accountant, beyond the need of learning the business in the business; so no normal school can make the apt and successful teacher wholly through the training given within its own walls. This makes one thing most necessary, an earnest practical study of this art in the school-room itself. Only in this way can the normal school teacher work himself effectually into the practical mastery of the art; only through this means can the untrained teacher compensate himself for his want of common school education. And so much virtue is in this that the difference in the two classes in its right use will be simply that the former will be able to proceed in this practical inside study of his art more systematically, and with more rapid progress, than the other; it will make teachers of both, and nothing else will.

But,—and here is the "sticking point,"—using the phrase with a license. How shall we get these young and untrained teachers to give themselves to the work of practical self-training? It is their "only chance," yet how can we enlist their energy and enthusiasm in it? Secure us this and it would be the good fortune of our public schools, that the exigencies of our social life are ever throwing this fresh, young blood into the current of popular instruction. But how shall it be?

Were the position and the compensation of the teacher such as to be in themselves a high appeal and stimulus, the end might be

reached in this way. To win such a public distinction; to receive such generous rewards for the work done—these would spur many a young teacher to reach higher and grasp at something better in his art. But these are the very things most wanting. And the unenlightened public, the penurious public, will not give us any such "*nov bzw.*" The fullness of its faith is in political school offices; the delight of the soul is cheap teachers.

Now in the absence of these inciting rewards, there seems but one other resource,—the closer professional association of teachers in local societies; an association, recognized by the authorities, and somewhat after the fashion of our medical societies, holding the fitting membership of the profession under such control, as would make it a matter of importance,—of absolute comfort in the occupation, to stand well in the general estimation, as an earnest painstaking, growing teacher. As it is now, unless there be a real force of character in the teacher, and he (or she) has somehow caught the spirit of true professional ambition, the almighty concern is the certificate. That once obtained "all is quiet along the Potomac," and its symbol is most aptly the magazine cut which bore that legend—the three grave stones—for with many the certificate is the death of resolute endeavor to improve in teaching. If any doubt this, let them just think, what would be the effect of withholding the certificate until the year's work is done.—Give your certificate after instead of before, and you will see a healthy shaking among the dry bones, and the returning of each to his fellow in renewed life.—*Rev. F. S. Jewell, in the Bulletin.*

There is a pleasure in seeing the flush of gratified intelligence steal over a stolid face, and knowing that the mind thus quickened can never again be quite so dull as it was before. And if I add that in the latter case the debt due to the teacher is and will be felt to be far greater than in the former, it is not that I wish to appeal to any secondary motive, but simply to point out that such quiet, sober, unattractive work is as true, as honest, as useful as any that a teacher can render. Doubtless the approval of the one great Master will be measured at last, not by the quantity of work we have accomplished, but by the cheerful, unquestioning heartiness with which we may have done our best in each one of the matters put before us.—*John George Fleet.*

A HINT TO TEACHERS.

Courtesy of manner is one of the greatest essentials to a teacher or any one who aims at success in guiding children on the road to knowledge. Not that they should go through all the formulas that Chesterfield lays down as essential to intercourse between ladies and gentlemen; but they must show a studied kindness for their welfare, and a regard for their feelings, which is shown to far too little an extent. And there is a great deal in the tact which leads children to think that they are having their own way. It is easy for a teacher to say that a child must and shall; but it always leaves a trace of rebellion long after the hard words are spoken and the will of superior force and years has been carried into effect. But it will be found far easier to adapt yourself to means and dispositions, and be kind and gentle, and deferential to wills that are quite as strong as your own, if not to judgments that are not as matured. Every parent and teacher should possess an extensive knowledge of human nature as manifested in children. Sensible and cautious, they should know when to censure and when to praise, when to rule their passions, when to guide their affections, and when to direct and govern their ambition. Kindness of disposition and courtesy of manner will enable them to to rule the young without difficulty. Let every teacher, male or female, therefore endeavor to possess these noble and amiable characteristics. In public and in private he should so act as to merit and win confidence and esteem, instead of aiming to show his power and importance at all times. Whenever he meets his pupils he should always recognise them courteously, with smiles, not with frowns; with kind and affectionate looks, not with a stern countenance. He should teach his pupils politeness, not only by precept but by example. He should never fail to impress their minds with the duty that they should rise up befere the hoary head, and honor the face of the old man. The capability of a pupil should also have kindly consideration; and no attempt should be made to enforce too great a task on the young mind. In these fast days when youth holds such undoubted sway, there is too little respect shown to old age. We are too often found in the place of the Athenians in the ancient story which teaches what true politeness is. On the occasion spoken of in the story a number of Greeks assembled in an Athenian theatre. The Spartan Ambassador

and his countrymen were seated in a part of the house opposite to that assigned to the Athenian aristocracy. During an interval in the play an old man, a citizen of Athens, came in whose head was white with snows of age. The young Athenian aristocrats resolved to have a joke at his expense, and, pretending to make place for him, beckoned that he should come over to them and take a seat. He did so; but when about to sit down, the unmannerly youths closed upon either sides, and reoccupied the vacant space. They then laughed at the disappointment of the old man. The gallant young Spartans having observed this rude and insolent behavior, instantly rose and remained standing, whilst one of their number went over to the old gentleman, and kindly offered to conduct him to a seat. The old man, leaning on the arm of the noble youth, crossed to the other side of the house, when he was requested to take the most honorable seat. Having done so, the young Spartans quietly resumed their seats. The spectators in the galleries observing this noble conduct, loudly cheered the Spartan youths, and the rude Athenians, now blushing at their own conduct, held down their heads, with shame. After the cheers had subsided the venerable sage arose, and after thanking the Spartans for their polite attention and example, said in the language of the poet

> The Athenians learn their duty well, but lo!
> The Spartans practice what the Athenians know.

Real courtesy should be the practice as well as the lesson of every teacher—true politeness, that springs from the heart, and arises from benevolence and regard for the feelings of others, not a hollow show and parade for the purpose of receiving the praise of their fellows.—*Quebec Journal of Education.*

A Bill has been introduced into the New York State Legislature to provide for the inspection of the ventilation and sanitary arrangements of schools. This is a step in the right direction. Plants become dwarfed if placed in unfavorable circumstances while growing, and it is impossible to estimate the amount of dwarfing of body and mind that results from the placing of young children in unhealthful school houses.—*Canada School Journal.*

EDUCATIONAL SUPERVISION.

In the organization and management of educational forces it is notorious that in several most important respects we are far behind many of the European and other nations that have had the sagacity to borrow from us the grand conception of universal education, and the wisdom vastly to improve upon many of our methods of administration and detail in the working of the system. In England, for example, the educational movement is directed by many of the ablest and most eminent personages in the realm, and as a consequence England is making far more rapid progress in popular education to-day than the United States. In no branch of the public service is there greater need of both heart and brain than in this. Honesty, capacity, fidelity to the public interests, a clear conception of the ends of education, and of the means by which these ends are to be secured, are the need of the hour. From this service, the aims, ambitions and methods of the self-seeker, the ward politician, and the demagogue should be rigorously excluded. Those who would make an educational office a temporary shift, a stepping-stone to something else, should be forever barred from holding it. Merit, experience, a perfect familiarity with all grades of the work, a nice perception of its true motives and methods, and its bearing upon life, character, and the interests of society at large should be the sole passport to its positions of trust and responsibility. When school boards are thus constituted, when superintendents are made of the stern stuff of sterling manhood, when the rights of true teachers are properly respected, and their services are adequately compensated, when educational tramps are quietly laid upon their appropriate shelves, and *when permanence is assured to the men and women of brains* who are willing to consecrate themselves to the service of education, we shall hear less complaint of its cost, and witness results more nearly commensurate with the public needs, and not before. The sooner this lesson shall be learned and acted upon the better for the schools, for the people, and for the interests of the country as a whole.—*Educational Weekly.*

The true value of a teacher is determined not by what he knows, nor by his ability to impart what he knows, but by his ability to stimulate in others a desire to know.—*Indiana School Journal.*

HOW SHALL WE TRAIN OUR BOYS AND GIRLS TO READ GOOD LITERATURE?

The superabundance of books and periodicals is working serious mischief to the reading habits of many young people. The records of circulating libraries and the quantities of trashy novels and more trashy story-papers sold by our book-stores, are painful proofs that the great majority of these hungry readers are feeding on chaff. Even those whose literary tastes are sufficiently cultivated to prefer *good* novels, read *only* novels, and bolt these whole, not pausing to appreciate beauties of style or strokes of fine characterization or delicate humor, but reading on in desperate haste to get to the end of the story. and find "how it comes out." In short, they do not read to get food for thought or to feel their minds uplifted and enlarged by the inspiring power of genius; they simply read for excitement, as a form of mental dissipation; and the inevitable result is enervation and prostration of the powers of thought, and too often of the powers of action as well.

It is easy enough to see the difficulty; all those who write about the training of the young lament it; the great question is, what is to be done? Some parents prohibit novel-reading altogether, but this is folly. The only true remedy is to form correct literary tastes, and the habit of reading thoroughly and thoughtfully, But how? We know of only one way:—reading standard literature aloud under the guidance of some one who can keep the attention on the subject, arouse interest, and guide the conversation that will naturally result. The family circle is an excellent place for this exercise; the only trouble is, it is often impracticable there. In some families the parents are not interested or not competent; in many they are both, but the presence of children too young to listen makes a reading circle impossible. We have to suggest a plan which we confess we have not tried; we have had no opportunity to do so since the idea occurred to us, but we have been thinking of it for a long time, and believe it is practical and valuable.

The plan is this: Let every teacher who has some literary taste and can read respectably well, form a reading club of the young people (older ones too, if they wish,) in his district. It should not be confined to the school-children, but take in all the young folks who can

come. The boys and girls would come together just as willingly for this purpose as for a "kissing bee," or any other barbarism. Let them meet from 7 to 9 o'clock, one or two evenings in the week. By a personal visit to as many of the parents as may be, explaining the plan, their good will and interest could probably be enlisted from the start. So far as possible, (which in country districts will not be very far,) all should have books and look on. In some cases, at least where the teacher is a fine reader, it may be best for him to do all the reading; in others, we think it will be better to read in turn. Conversation about the matter read should be encouraged. The members of the club should be set to hunt out classical and historical allusions, etc. Of course the matter for reading must be very carefully selected. You must begin with something that is *sure* to interest everybody. Perhaps nothing better can be recommended than Walter Scott's narrative poems—either "The Lay of the Last Minstrel," "The Lady of the Lake," or "Marmion." Any one of these would probably be read through with interest and delight. Moreover, several copies could probably be obtained in almost any district. By the time you have read one of these poems, we may hope some of your club will be interested enough to go on reading Walter Scott at home. This might well be followed by some historical readings. "The Siege of Leyden," in Motley's "Rise of the Dutch Republic," the life of Robert Bruce in "Tales of a Grandfather," the Three Persian Wars in Dr. Smith's History of Greece, (Students' Series), and Plutarch's "Life of Alexander the Great," make a good list to select from. Any of these will be sure to interest, and will probably set some of your club to work to pursue the subject further.

Another excellent plan would be to obtain a few copies of Dickens' "Childs's History of England," and devote the winter to reading it through. Of course the young people should be encouraged to bring in all the additional facts and opinions they can look up in any other authorities to which they have access. Very often there will be some person in the neighborhood who can assist the teacher in the work. The club should be kept small enough for convenient management; where necessary, two might be organized for classes of different ages. Now will not some of our teachers try it, and report their success to us? We do believe it might be done. We are sure it will be of incalculable benefit if it is done.

We had written this exhortation, when we learned that a lady friend of ours, whose success in leading her own children in the pleasant paths of literature has long been our admiration, had actually tried the plan during the last summer vacation, with the most gratifying success. The young people were six or eight in number, from ten to sixteen years of age; and the plan pursued was to read an hour and a half, and spend another half hour in some intellectual game. At our urgent request she has written a brief account of the plan and workings of her club, which we here append:

"There is very little to tell of our effort to 'lend a hand'—nothing to speak of—we were only feeling our way to something better.

A few of the scholars, mates of my children, were invited to meet together to hear some reading. An intelligent teacher lent herself to the plan, and we arranged for a paper from Harper's Monthly on Westminister Abbey for the first evening. A few questions, prepared in advance, on the history connected therewith, drew out what little knowledge we had at command, and stimulated inquiry. Interest was added by some fine engravings of English and Continental cathedrals and ancestral English homes, loaned me by friends. An hour and a half was passed in close and eager attention, and after a diverting game of words, we separated.

On the succeeding evenings, Mrs. Oliphant's papers on Windsor Castle, in the *St. Nicholas*, were read, which, though written for younger readers than some present, were suggestive and excellent. The questions asked were for the most part carried over to the following evening to be answered then by the querists. So at every meeting each one, even the youngest, had a few words or a little paper of valuable information. Among these memoranda were interesting ones on cartoons, tapestries, chivalry, famous men and inventions. and such like, showing care and hours of search in by-places —very creditable to such young people. There was even some discussion on grave state questions started by these wise young ones! They had already begun to philosophize! Thus the long line of English kings passed over us, the children getting their first notions of uneasy royalty—the older ones acquiring new ideas of cause and effect in the history of civilization.

As there were only six of these historical papers, we limited our evenings to that number; but the experiment was gratifying, and those for whom the good was planned were not alone benefited. We all gained much. The eager, thoughtful attention to the reader, in the earlier part of the evening, the readiness at conversation, the clear replies, surprised and delighted us no less than the ingenious spelling, the clever rhymes and other mental feats of the last half hour. It was apparent that average boys and girls enjoy a purely intellectual exercise, and that some sort of association to this end, with proper guides, would give good results.—*Iowa Normal Monthly.*

BOOKS FOR READING.

[We take the following from a late Annual Report of the board of Education of the city of Grand Rapids, Mich., and commend it to High School Boards and Principals in this State.—EDS.]

The following list of books for reading during leisure hours is drawn up for the use of the pupils of the High School.

It is a list from which to make selections. A few books read carefully and with delight will profit more than many read hastily and as a task.

If any volume, after being attacked vigorously for a few times, when fresh and in the mood, fails to interest, it is best to leave it for a year or two, when it will be taken up with pleasure and profit.

Books written solely for information, travels, histories, biographies, etc., useful as they are, are purposely omitted from the list, as they will naturally form the staple of reading. Reference has been had in forming the list to the resources of our city library. The teachers solicit conversation with pupils concerning the books they read.

FOR THE FIRST YEAR.

The Vicar of Wakefield, - - - - - - - Goldsmith
Plutarch's Lives, - - - - - - - - - - -
Lady Montague's Letters - - - - - - - -
Rasselas, - - - - - - - - - - Johnson
The Iliad, - - - - - - - - Bryant's Translation
Hiawatha, - - - - - - - - - - - Longfellow
The Lady of the Lake, - - - - - - - - Scott
Mosses of an Old Manse - - - - - - - Hawthorne
David Copperfield, - - - - - - - - - Dickens
The Sketch Book, - - - - - - - - - Irving
Ivanhoe, - - - - - - - - - - - - Scott
The Deserted Village, - - - - - - - Goldsmith
Adam Bede, - - - - - - - - - - George Elliot

FOR THE SECOND YEAR.

The Æneid, - - - - - - - Connington's Translation
Selections from the Spectator, - - - - - - - Addison
The Last Cantos of the Childe Harold, - - - - - Byron
The Færie Queen, - - - - - - - - - Spencer
Pickwick, - - - - - - - - - - - Dickens

Idyls of the King, - - - - - - - - Tennyson
Life of Sterling, - - - - - - - - - - Carlyle
Shakespeare's English Historical Plays - - - - -
The Rape of the Lock, - - - - - - - - - Pope
Middlemarch, - - - - - - - - - George Elliot
The Task, - - - - - - - - - - - Cowper
Sydney's Arcadia, - - - - - - - - - -
The Laocoon, Lessing, - - - Frothingham's Translation
Vanity Fair, - - - - - - - - - Thackeray
Burke's Speeches - - - - - - - - -
Faust, Gœthe, - - - - - - - Taylor's Translation

FOR THE THIRD YEAR.

Samson Agonistes, - - - - - - - - - Milton
The Divine Comedy, Dante, - - - Longfellow's Translation
Johnson's Lives of the Poets - - -
Essays of Elia, - - - - - - - - - - Lamb
The Excursion, - - - - - - - - - Wordsworth
The Dunciad, - - - - - - - - - - Pope
Venice Preserved, - - - - - - - - - Otway
English Traits, - - - - - - - - - - Emerson
The Prologue and Clerk's Tale, from the Canterbery Tales - Chaucer
Bacon's Essays - - - - - - - - - - -
School for Scandal, - - - - - - - - Sheridan
Among my Books, - - - - - - - - - Lowell
Macaulays' Essays - - - - - - - - -
Carlyle's Essays - - - - - - - - - -
Hallam's Introduction to English Literature - - -

TEACHERS' LIBRARIES.—Professional men select with great care the best and largest libraries. Every new book relating to their profession is purchased, even if funds are scarce. Journals relating to their profession are subscribed for, and finally those who are most devoted to their profession, who understand it best, achieve the greatest success. Should not teachers bear these facts in mind and imitate the example set them by such men?

FREE TEXT-BOOKS.

Our schools cannot be properly denominated free schools so long as part of the cost of instruction falls directly upon those who enter them and act as a bar to prevent any from entering. Should I apply this statement to the payment of teachers' salaries, or to the purchase of apparatus in general, my proposition would be admitted. Will it be admitted, when applied to that species of apparatus called *text-books?* For text-books are as truly apparatus of teaching, as are globes and maps. Does the fact that each pupil must have exclusive use of his text-books, but not of the globe or map, make it necessary that he should buy the former? On the same ground, he ought to buy the crayon, ink, or examination-paper that he uses, or keep his own desk in repair. The same authority that requires a city to open tuitionless schools now empowers it to make that school *wholly* FREE,—and upon an equal basis of justice.

Many arguments in favor of the adoption of this plan can be presented. I will name but three of them, besides the general one of making our schools wholly free; first, æsthetic—the teacher would have stronger authority and influence in teaching and enforcing the proper care of books; second, consistent—because we should thereby secure, what we aim to secure, the attendance of many now practically debarred, since they are unable to buy the necessary books and are unwilling to ask for aid; and third, economic—by the saving of a large waste entailed by the disuse of half-used text-books. For these and other reasons, cities that have had experience—Fall River for two years, Lewiston for three or four, Bath for five or six years—emphatically commend the plan to others.

The economic method being that which will influence the mind most, let us see what economy appears from a comparison between individual and municipal expenditure. If the pupils supply themselves without aid from the city, it is evident that for every enrolled pupil a set of school-books must be purchased. Should the city supply a set of books to each desk that is occupied, the average number of pupils daily belonging to the schools would be the number of sets to be purchased. According to the experience of the cities named above, in which the average cost per pupil is $1.00 to $1.10 a year,

the total annual expenditure for text-books in Salem, with the present number of pupils, would be from $3,000 to $3,600. Now, what is the cost to individual purchasers? A fair estimate of the cost of all books and stationery needed by a pupil, as at present, in passing through the primary and grammar-school grades, nine years' is $18.00, or $2.00 a year. A similar estimate for a pupil passing through the High School would probably amount to $40.00, or $10.00 a year. There were enrolled in the High School 251; in the grammar and primary schools, 3,794. The total expenditure for the year could not be far from $10,-098.00, besides the supply to the Naumkeag and evening schools now purchased by the city. Is it economy to pay $10,000 for that which $3,-600 would supply? Is the waste any the less because the larger sum is paid by those who happen this year to patronize the school and whom the city and the State urge by all influences under their control to patronize the schools, while the smaller sum would be an addition to our municipal outlay, a burden upon the taxpayers, and so an expenditure of those to whom the support of our school-system, on account of its past, present, and future service, really belongs. If it belong to the individual to buy his text-books, because he as an individual is benefited by the use of them, why does it not belong to him to pay as an individual for the other school expenses incurred for him? If it belong to the tax-payer, because of his own past opportunities and his present and prospective advantage, to support the schools, why is not this a legitimate item of their whole cost? By the present plan, $10,000 are taken yearly from resources within the city, to pay for text-books; by the other, $3600 at most would be taken yearly from resources within the city. The direct levy would save some $6,400 a year, and would add less than 14 cents to each tax on one thousand dollars. But the actual additional cost is even less than this, since the city is now required by law to supply text-books to those who certify their inability to pay for them. The annual cost to the city for these supplies is not far from $1600, nothing of which is recovered by the assessors. Thus, for nearly half of what the whole supply would cost, for all children in the schools, we provide books and stationery now for only one-fifth or one-sixth of the children.

The reason for the great disparity between the actual cost of the books used and the estimated cost by the "free text-book" plan is

this: in the former case, books are not used so long as they might be used; in the latter case, they are used as long as serviceable. It is the testimony of those who have had experience that books last on the average four years each, when supplied by the city. Deduct, from the $10,000 mentioned above, $1000 for stationery which "perishes with the using," and the balance, $9000, will be the cost of a supply of books which is said to last four years. Hence the average annual cost for books would be $2250; and for books and stationery $3250, which by another mode of reckoning is about the some as the cost already estimated.

I quote the following figures from school reports: Lewiston, 1874, —pupils daily belonging, 1964, cost of books, etc., $2159 53; Bath, 1873,—pupils registered, 1716, average annual cost of books, etc., for five years, $1773 83.

The purchase and delivery of books would be more satisfactory than at present. The city as a buyer would obtain the terms given to a jobber, 40 per cent discount. The business could still be transacted on commission by the Committee's agents, who would have specific orders and could deliver at once.

I am constrained to indicate another advantage, which a study of the educational question opens to our consideration; the text-book would not hinder, but rather help, the best methods of teaching. Now, the pupil buys, not such a book as is adapted to his stage of development, as that would necessitate too many books, but such a one as will be adequate to the needs of his last stage of progress. In a study extending through five, or even three, years, is it not evident that a book which is suited to one part of the course may be too elementary or too abstruse for another part? It would, moreover, cost less to supply the appropriate books for certain stages of progress, than to supply the most advanced books for every school grade. To illustrate the educational advantage, consider the study of history. One result of that study should be the acquirement of an intelligent critical knowledge of history; another, the formation of a taste for historical reading. Now, both of these results may be attained, and in some school systems are attained, by the use of different authors successively. In one school grade, an interesting author might be read and discussed and a few leading points marked for memorizing

and for subsequent tests; in another grade, an author giving fuller details, a systematic outline, might be studied, recourse be had to outside sources of information, and the use of reference books learned, —a very profitable course.—*Report School Committee Salem, Mass. 1876.*

DRAWING.—We have three classes of educators in our country. For our present purpose, these classes may be designated as follows: The utilitarian class, the disciplinarian class, and the æsthetic class. The utilitarian class judges the worth of a study by its practical utility in every-day life. Of a new candidate for favors this class asks such questions as these: Of what use is it? Will it enable its possessor to earn money? Can one, by use of it win his daily bread any easier than without it? Will it give its possessor power or influence in the world? The second class of educators considers the disciplinary use of a study of more consequence frequently than the knowledge gained. Previous to the admission of a new study, the æsthetic class inquires, What effect will it have upon the taste? Will it increase one's love of nature? Will it strengthen a love for the beautiful in poetry, eloquence or the fine arts? Will it have a tendency to polish the mind, gratify the fancy, or calm the boisterous passions? In short, will it warm into activity the higher soul-capacities, and thereby assist in elevating man to the highest degree of culture known or or imagined in this life? If the subject of drawing be rationally presented to any of these classes, we shall have no fears of an unfavorable answer. The utilitarian will readily acknowledge that there is "no person, whatever his profession, but at times has need of drawing to render his ideas intelligible to others."—*Prof. F. L. Thompson.*

The school houses and the churches are a type of our civilization. It is the duty of the State to provide means of education. The State punishes crime; why should it not be its duty to prevent crime? The State passes laws, and it must educate the people that they may read and understand those laws. The State requires intelligence,—it must diffuse intelligence. In very self-defence the State must educate the people. The competition of nations must be more and more a compe-

tition of knowledge. We must sharpen up the minds of the boys and girls, in order that they may do their work well. We want these schools, in order to train men that they may be active in all things. The school-house will prevent ignorance, riot and disorder. It is a bond of union. Every one, without regard to creed or political opinion, can say, "This is *our* school-house." Here is our common purpose, and that is the elevation of those in our own houses. There is no sect, no caste here. Here is the poor boy's chance,—the poor boy's college. Every school-house is a badge of good order and good citizenship. What we want is moral and religious intelligence. School-houses are better than a regiment of police, better than cannon planted at the street corners, for they are monuments of good order. Here are acquired the incentives to a higher education; here is increased the desire to go forward into a higher knowledge, the ambition to know more and more, until colleges are multiplied throughout the land.—*Rev. Dr. E. G. Taylor.*

"NOT PREPARED."—It is customary with the students in our college to say "Not prepared," when called upon to recite a difficult and not well-memorized passage. On a hot summer afternoon, in the year ——, the class was sleepily stumbling through the introduction to Butler's *Analogy*. The reverend doctor was quite as familiar with the subject matter as with the number of chapters and sections, and had a way of his own in calling for recitation, which sounded quite as much like a call to judgment as a call to recite. The lesson was going badly, and the doctor, nestling in his chair, called out, "Mr. T ——, you may pass on to the 'Future Life.'"

Mr. T—— was too much of a wag to let the opportunity slip, and promptly responded, "Not prepared."

The reader can easily imagine the effect on the risibles of the class. —*Harper's Maq. Drawer.*

In choosing a teacher for my child, I would be willing to sacrifice some of the scholarship, if needs be, for the sake of womanly or manly dignity. I would sacrifice the drill-master for the sake of the *lady* or *gentleman*. That which I value most in the character of my child I must demand in the character of my child's teacher.

Among the countless vagaries and cruelties of parental despotism none is fuller of harm that the senseless haste in teaching children "their letters." At a time when the little ones are still aglow with the first ecstasies of budding life, parental despotism thrusts a dead book in the child's face, with the peremptory order to learn to read. Reading should never be taught to any child before his taste for independent work and his appreciation of his own powers, his faith in his own resources are sufficiently strong to enable him to resist the charms of a morbid fancy; it should not be taught before he can make use of it for the legitimate purpose of the art; and it should be taught him though in ever so narrow limits, with constant reference to these purposes.—*The New Education.*

Do not always be telling a child how wicked he is—what a naughty boy he is—that God will never love him, and all the rest of such twaddle and blatant insanity. Do not, in point of fact, bully him (and many poor little fellows are bullied); it will ruin him if you do, it will make him in after years either a coward or a tyrant. Such conversation, like constant droppings of water, will make an impression, and will cause him to feel that it is no use to try to be good—that he is hopelessly wicked. Instead of such language give him confidence in himself; rather find out his good points and dwell upon them; praise him where and whenever you can, and make him feel that by perseverence and God's blessing, he will make a good man.—*Spiceland Reporter.*

Public reproof is a powerful but dangerous punishment. It should be used sparingly and with discretion. Reprove not child or adult, in the presence of another person—is a sate and sacred rule. It is a fearful thing to break down the pupil's self-respect, and to blunt his regard for public opinion.—*Am. Jour. of Ed.*

A schoolmaster told a young miss that the word "obligatory" meant binding, whereupon she laid her head upon her hand, and after a brief cogitation handed the teacher this sentence: "The obligatory of my spelling book is worn out."

OFFICIAL DEPARTMENT.

OPINIONS.

THE DISTRICT.

Q. Can a district provide for the instruction of some of the children in another district?

A. No power is given to a district to make such provision. If certain children can be better accommodated in another district, let the districts be altered, if practicable. The true solution of such difficulties is the adoption of the town system.

Q. How can a district obtain a site needed, when the owner of the land is too sick to do business?

A. The law makes no provision for such a case. In case of non-residence of the owner, the town board can act. (Sec. 78.)

Q. Can a district which has borrowed money of the state be altered before the debt is paid?

A. Yes, with the consent of the land commissioners. (Chap. 128, laws of 1877.)

DISTRICT OFFICERS.

Q. If a district officer moves out of the district, but not out of the town, can he still act, and will his acts be valid?

A. No, he loses the office if he changes his district residence.

Q. I was elected treasurer; the vote was put "for three years" when it should have been "two years," the balance of an unexpired term. Is my election invalid?

The error in the wording of the motion does not render the election invalid.

Q. Does a district clerk lose his office by failing for 21 days to call for the records?

A. He does not.

THE BOARD.

Q. Can a board legally adopt part of one series of readers and part of another?

A. There is nothing in the law against it, if they think they can thus get a better list of readers.

Q. Can the board contract with a teacher to teach some of the higher branches, in a common or ungraded school?

A. The board can introduce additional branches, if it is thought expedient, under Sec. 55, and it would not be improper that the contract should require the teacher to give instruction in them. A graded school is not necessarily more advanced than an ungraded or mixed one. The necessity for grading, or separating into two departments, arises when the school becomes too large for one teacher.

Q. Can persons over 21 be admitted to the school free of tuition?

A. The board can admit persons of foreign birth who wish to become "more proficient in the English Language," free of tuition. Other persons over 21 may be admitted, if the district so votes, but a tuition fee is to be paid.

Q. Can the board procure a wash-basin and glass for the school?

A. These articles were not intended probably in the use of the words "necessary appendages" (Sec. 49), but if the board purchase a cheap basin and glass, it is likely the district would allow the account.

Q. Are the proceedings of a board meeting invalid, if not recorded and signed, as directed at the close of Sec. 46?

A. The clerk should record the proceedings, and in case the meeting is an accidental one, all should sign the record as is directed; but if not done at the time it may be done afterwards. The requirement is directory, not mandatory.

THE COUNTY SUPERINTENDENT.

Q. Can a person be legally elected superintendent of a county in which he does not reside?

A. He cannot. The general principle is that to be elected to an office, the person must be an elector in the district in which he is to exercise the office.

Q. Can a county superintendent be also district clerk?

A. It is not prohibited by law, but there are objections to it.

MISCELLANEOUS.

Q. Are not the children of a district where the school-house has been burnt to be included in "column 4," of the reports, in case there was three months school?

A. They are not to so included, because the district cannot be re-

ported as having maintained 5 months school. Where money is apportioned in such a case, it is under a special provision of law. (Chap. 300, Laws 1873.)

CORRESPONDENCE.

TEXT-BOOK UNIFORMITY IN VERMONT.

The State Superintendent recently addressed a letter to the Superintendent of Education of the State of Vermont, asking for information respecting the working of the text-book law of that state. Substantially the following questions were asked: (1) To what extent did the law secure uniformity? (2) Did it cheapen the cost of books? (3) Would the Superintendent recommend to Wisconsin a law to secure uniformity of text-books throughout the State? (4) Did the Vermont law apply to all grades of schools?

The following reply was received:

STATE OF VERMONT, OFFICE OF SUPERINTENDENT OF EDUCATION,
RANDOLPH, NOVEMBER 15, 1877.

HON. EDWARD SEARING, *Madison, Wisconsin:*

DEAR SIR:—To your letter of November 8, 1877, I reply; 1st. Uniformity of text-books was never secured through our State by our law on the subject. The variety of text-books was somewhat diminished, but the law was never popular and it was repealed in 1874. A recommendation made under the law continues till Nov. 1, 1878, but is not much observed.

2d. I do not think the plan adopted cheapened books to the people to any appreciable extent.

3d. I do not recommend a law for securing uniformity of text-books throughout a State.

4th. Our law applied to all grades of public Schools.

Very Respectfully,
EDWARD CONANT, *Supt. of Education.*

NOTES FROM A GERMAN UNIVERSITY.

[The following from a private letter written by a young American student in the University of Halle will be read with interest. The writer is a graduate of a Wisconsin College and some "notes" from his pen have already appeared in the JOURNAL.—EDS.]

Your letter was received and read with the greatest pleasure. I should have answered a week sooner, had you not asked the following questions: "Who is the 'moderator' of an institution with a hundred professors, more or less, each beginning when the spirit moves him? Is there any headship? If not who keeps the peace between so many interests?" Your letter found me in no condition to answer these questions. I have endeavored to post myself respecting the organization of the University by con-

versing upon the subject with the students. Out of the four whom I interrogated, only two could give me any information. I will merely write you what I have learned, and if that answers your questions, it is well; if not, please repeat your questions in some other form.

The head of the University is the Rector. He is elected by the professors from their own number, and holds the office only one year. He presides in the Senat (the official meetings of the professors), has charge of the matriculation of the students, and a general oversight of all examinations, etc., etc. The Rector receives no extra pay, and has no kind of authority over the professors. Each of the four faculties (Law, Medicine, Theology, and Philosophy) has its "Decan,"—or Dean. The "Decan" is elected by the professors of the faculty, from their own number; and his duties in his faculty are similar to those of the Rector in the "Senat." The professor reaches his position as follows: After graduating from the Gymnasium—which is fully equal, and in some respects superior to our Colleges—he must study in a University at least three years before he can take the degree of "Doctor." After receiving this degree he must continue his studies at least two years before he can be allowed to deliver lectures. At the end of this time he has simply to apply to the professors of some University for permission to lecture. They subject him to an examination, and, if they think him a fit man, grant him the desired permission. He is then called a "Privatdocent," has the right to lecture upon any and all subjects within the range of his general department, and receives no pay whatever. If the "Privatdocent" shows himself to be an extra man, the professors recommend him to the Minister of Education in Berlin for appointment to a professor's chair. He is then appointed, I think, as a matter of course, and is called "Ausserordentlicher Professor." From this position he reaches the rank of "Ordentlicher Professor." The difference between these two grades of professors, I do not yet know; it does not seem to be great.

You will see from this, that the professor is as independent of all control as a man could be; he is dependent on nobody but the authorities in Berlin. There is nothing to prevent a conflict of interests between different professors. I am credibly informed that three professors here in Halle are going to lecture on the same subject next semester. If one of these proves himself a stronger man than the others, he will draw the students away from them. Even the youngest "Privatdocent" is at liberty to lecture in opposition to the oldest professor; and the student is at liberty to choose between the two. A German professor can hardly afford to get lazy, and rest on his laurels.

There are two officers of the University, whom I have not mentioned. One is the Curator, who receives his appointment from Berlin, and has charge of the finances.—The other is the "Richter," who also receives his appointment from Berlin, and whose duty it is to preside over the University's court. This extra court is necessary from the fact that the University is, in some measure, independent of the common government. Each student receives, at his matriculation, his "Erkennungs karte,"—a small card, which protects him against the police of the city. The police cannot arrest a student,—they can only take his "Erkennungs karte" away from him; this they deliver to the authorities of the University, and the offending student is brought before the University's court.

The independence of the police which students may enjoy was curiously illustrated recently. The laws of the city provide that all beer-halls shall close at eleven o'clock P. M. A party of students lately remained too long in a beer-hall, and were ordered out by the police. They went very quietly; but they took a cask of beer with them, and went just across the street on to grounds belonging to the University. They then reviled the powerless policemen, and drank beer as long as they pleased.

EDUCATIONAL MEETINGS.

WISCONSIN TEACHERS' ASSOCIATION.

Executive Session to be held at Madison, December 26, 27, 28, 1877.

PROGRAMME.

WEDNESDAY EVENING, DECEMBER 26.

7:30 o'clock—Opening Exercises.

1. Paper—Our Country Schools—W. C. Whitford.
2. Report on Course of Study for Mixed Schools—Edward Searing, G. S. Albee, W. H. Chandler, D. McGregor, J. T. Lunn, Committee.
3. General Business.

THURSDAY MORNING, DECEMBER 27.

1. Paper—The Question of Compulsory Education—T. P Maryatt.
2. Report on an Exhibitory Department for the Association—O. S. Westcott, Sarah Stewart, W. A. Kellerman, Committee.
3. Report on Kindergarten Culture—W. F. Phelps, Jas. Mac Alister, G. S. Albee, Committee.
4. General Business.

THURSDAY EVENING, DECEMBER 27.

1. Paper—Relations of the Normal Schools to the Common School System of the State—W. F. Phelps.
2. Report on a State Tax for Schools—Edward Searing, Jas. Mac Alister, John Bascom, Committee.
3. General Business.

FRIDAY MORNING, DECEMBER 28.

1. In Memoriam—O. R. Smith—Alex. Kerr.
2. Report on Institute Work for the Coming Year—Robert Graham, H. Barns, Fred. W. Isham, Committee.
3. Report on the Study of Drawing in the Common Schools—D. McGregor, Ellen C. Jones, Samuel Beede, Committee
4. Report on Supervision of Schools—W. H. Chandler, Agnes Hosford, H. M. Simmons, Committee.
5. General Business.

FRIDAY EVENING, DECEMBER 28.

1. Paper—The Functions of the High School in the State System of Education—E. Barton Wood.
2. Paper—The Course of Study in High Schools—C. A. Hutchins.
3. General Business.

The morning sessions will begin at 9 o'clock, and the evening sessions at 7:30.

In accordance with the action of the Association at the Green Bay meeting, each paper and report will be followed by discussion.

HOTEL RATES.—(By special arrangement with the proprietors.) Capital House, $1.50 per day; Park Hotel, $1.75 to $2.50 per day, fires extra; Vilas House, $2.00 per day, fires extra.

RAILROAD RATES.—The Chicago, Milwaukee & St. Paul, the Chicago & Northwestern, the Western Union, the Wisconsin Central, and the Milwaukee, Lake Shore and Western Railways, will sell return tickets at one-fifth fare, on presentation of certificate properly endorsed by the Secretary.

There will be no sessions of the Association on Thursday and Friday afternoons, to enable members to attend the meetings of the Superintendents' Convention and of the Principals' Association.

December 1, 1877.

JAMES MAC ALISTER, *President.*
A. EARTHMAN, *Secretary.*
M. T. PARK, *Chairman Ex. Com.*

CONVENTION OF SUPERINTENDENTS.

To be held at Madison, on Thursday and Friday afternoons, December, 27th and 28th, 1877.

The following Programme of Exercises has been prepared by the Executive Committee, viz:

THURSDAY, P. M., DECEMBER 27.

1. Address by the State Superintendent.
2. What means can we employ to make the work of the Common School Teacher more fruitful in good results?—Supt's Parsons and Lunn.

   Discussion upon the above topics
3. Records and Reports of Schools and School Officers.—Supt's Walker and Bright.

FRIDAY, P. M., DECEMBER 27.

1. A Uniform Course of Instruction for the Cities of the State.—Paper by Supt. Roby.

   Discussion upon the above paper.

2. A Uniform System of Examination of Teachers throughout the state.—Supt's Frawley and Chapman.
3. County Teachers' Meetings and Associations.—Supt. Isham.
4. How to secure the co-operation of School District Boards with County Superintendents.—Supt. Leete.

EDWARD SEARING, *Supt. Public Instruction.*

PROGRAMME PRINCIPALS' ASSOCIATION.

WEDNESDAY, P. M. DECEMBER 26, 1877.

1. Appointment of Committees.
2. In Memoriam—Prof. O. R. Smith—Prin. B. M. Reynolds.
3. Uniform Reports for Graded Schools—Prin. L. D. Harvey.
4. A few problems relative to High Schools—Prin. J. Q. Emery.
5. The University, in its Relation to High Schools—Prin. S. Shaw. Discussion.

FRIDAY P. M. DECEMBER, 28.

1. Powers of a Principal over Subordinate—Prin. W. H. Beach.
2. Where should High Schools be maintained?—Prin. R. W. Burton. Discussion.
3. The Course of Study for City and Village High Schools—Prin. A. Hardy. Discussion.
4. General Business.

E. BARTON WOOD,
President (ex facto Dei).

EDITORIAL.

A RETROSPECT.

A brief synopsis of what has been done educationally in the State during the past four years, may not be out of place in this number of the JOURNAL.

1 A simple and satisfactory solution of the text-book problem has been found in district purchase and free text-books.

2 Women have been made eligible to school offices and have begun to share successfully in district and county supervision of schools.

3 The school month has been made uniformly twenty days,—a reform long but vainly sought by educational men.

4 Secondary instruction has been stimulated and directed by the High School Law and by enlarged academic courses in the Normal Schools, and thus the long mooted question of "intermediate schools," the "missing link," no longer agitates educational councils.

5 The State University has been suitably endowed by a tenth of a mill tax, has receiv

ed from the state the gift of Science Hall, no longer charges tuition, and is put on the high road to great success and usefulness.

6 A new (fourth) Normal School has been put in successful operation in a needy portion of the State, and the attendance at all the schools has very materially increased.

7 The Institute system has been extended and made to reach a much larger number of country teachers, and has been made more practical and effective, especially in the way of stimulating teachers to self cultivation through books and papers.

8. County teachers' libraries have been created in many counties, whereby teachers' secure, at trifling cost, access to carefully selected professional and other reading.

9. The required standard of qualifications for teachers throughout the state has been somewhat elevated by stricter local examinations.

10. Last but not least, there has been a rapidly growing conviction that the interests of education require that supervision should be made more intelligent, permanent, and authorative, and that it should be separated to a greater extent from political changes and hazards. One evidence of this is the recent solitary renomination of the chief educational officer of the state, for a third term, by a great political party,—an act without precedent in the educational history of the state, but one that, t is hoped, will be a useful example in the future.

The above encouraging results are chiefly due to the earnest and united efforts of the intelligent educational men of the State, who have worked together harmoniously and unselfishly for the upbuilding of all parts of the system. Jealousies have been unknown. The University has found friends in the Normal Schools, the Normal Schools in the University, the high schools in both, and the common schools in all. It is also gratifying to know that between public and private schools there has been no hostility, that the latter have been increasingly prosperous, and have been held in honor by the friends of the former.

THE TEXT-BOOK LAW OF 1875.

Soon after he came into office, nearly four years ago, the present State Superintendent made a thorough study of the text-book question. He was aware of some popular complaint at the high prices and frequent changes of text-books used in the public schools, and resolved to ascertain all the facts upon which the complaint was based, and, if possible, to find and recommend a remedy. He brought to the investigation of what was to him a new subject some predisposition to favor compulsory state uniformity of books.

He had not proceeded far in the study of the subject, however, before he discovered that legislative attempts to secure state uniformity had been made in several states and had uniformly proved unsuccesseful. He found also that some of the most experienced and respected educational authorities of the country had already fully investigated the subject and were unanimous in the opinion that state uniformity was impracticable and undesirable. He further ascertained that the Wisconsin Teachers' Association had made the subject a matter of investigation and had on more than one occasion expressed it disbelief in the virtues of any uniformity law. In brief, the evidence was found to be overwhelmingly against such a remedy for the evils complained of.

Continued inquiry and reflection led the Superintendent finally to the conclusion that with our present governmental machinery a law to enforce uniformity of text-books throughout the state would not only prove impracticable, but would work positive injury to the cause of education. A remedy, both for the high price of books and for non-uniformity in particular schools, appeared, however, to be found in a plan of purchase by school authorities directly from publishers' hands, instead of in the existing plan of individual purchase, at high and varying rates, from local retail dealers. Investigation showed that by purchasing directly from the manufacturers, 40 per cent. could be saved in cost, and it was evident that purchase by school boards would result in local uniformity, in a full and prompt supply of books, and in rendering unauthorized changes by teachers more difficult and infrequent.

Believing that township uniformity is practicable, that towns could purchase books in larger quantities, at lower prices, and more intelligently than districts, the State Superintendent prepared a bill creating a town board authorized to select and purchase books and to sell or loan the same to the several local districts. This bill, presented to the Legislature of 1875, met the approval of the lower house, but was amended in the Senate by having the town board and town uniformity stricken out, and the existing local school board inserted instead. The amended bill, authorizing district purchase and the sale or free loan of the purchased books, was then passed by both houses, without any opposition, if we rightly remember.

The law was a popular measure, meeting the approval of all who gave it any intelligent consideration. Its merits were obvious even to the unintelligent. At the next ensuing annual school meetings many districts authorized and directed their boards to purchase text-books, a larger number at the meetings in 1876, and at the annual meetings held the present year indications point to a still greater ratio of increase. The latter will of course not be reported to the Department until the fall of 1878, but those already reported number over 450, besides the cities of Watertown, Grand Rapids, and Berlin. From indirect evidence obtained we are inclined to the belief that not less than 700 districts, or say one seventh of all in the State, have, up to the present time, availed themselves of the benefit of the new law.

Considering the proverbial slowness of reforms in conservative rural neighborhoods the success and popularity of the law are thus far very marked. The school-book trade is rapidly going out of the hands of local dealers. In a few years district purchase at manufacturers' prices will be the rule, and individual purchase at retail prices the exception in Wisconsin. Besides a saving of many thousand dollars annually to the people, other good results will ensue. District boards that purchase will of course far more generally obey the law by adopting books. There will be fewer changes. Diversity of text-books in individual schools will be far less known. Schools will be more promptly and fully supplied with books when needed. Last and best of all, free text-books, under continued district ownership, will become more and more common, removing another barrier from poverty, largely increasing attendance, promoting the popularity, and adding to the efficiency of the schools.

During the past year the plan of free books has gained large numbers of converts, and become more firmly entrenched in the regard of its friends. The reports show that two

of the cities of the State—Watertown and Grand Rapids—and 244 districts, have inaugurated the free plan, while a large additional number, as yet unreported, took, at the recent meetings, initiative steps towards this best of all solutions of the troublesome text-book question. The forthcoming annual report of the Superintendent will verify all that is here said.

It may be added that Ohio and Illinois this year followed the example of Wisconsin in the enactment of a law authorizing district purchase, and that in other western states, particularly Iowa and Minnesota, the plan is attracting attention and meeting with favor.

HON. W. C. WHITFORD.

[The following biographical sketch of President Whitford is condensed from the recently published "United States Biographical Dictionary," Wisconsin volume. The full and accurate information respecting the Superintendent elect, here to be found, will be welcomed by the readers of the JOURNAL, and will produce the conviction that the educational interests of the State are to be intelligently, wisely, and energetically administered during the next two years.—EDS.]

William Clarke Whitford was born in the town of West Edmeston, Otsego county, New York, May, 5th, 1828. His father, Captain Samuel Whitford, of English lineage, belonged to the branch of the family which has resided in Massachusetts more than one hundred and fifty years, some members at Salem and others at Narragansett Bay. His mother, Sophia Clarke, was connected on both her father's and mother's side with the numerous families of that name which originated in Rhode Island, members of which are now among the leading men of that State in all the learned professions. Both his parents were reared in the newly settled region of central New York, and enjoyed but meager educational advantages; but, endowed with strong minds and rare good sense, they were among the most intelligent people in the community in which they lived. In later years his father became a man of considerable influence, and held various positions of trust and honor in both civil and military life.

William C. Whitford usually worked on the farm in summer and attended either district or select school in winter until he was seventeen years of age. At the age of twelve he had developed a great fondness for reading, and for several years thereafter applied himself assiduously to reading all works of biography, history, travel and of a didactic nature which came within his reach. Finding farm work ill suited to his tastes he resolved to make preparation for some literary or professional calling, and accordingly entered Brookfield Academy, Madison county, New York, where he remained the greater part of three years. After this, in the twenty-first year of his age, he became a student in De Ruyter Institute, New York, and there completed his preparation to enter the senior class at Union College in 1850, from which he was graduated in 1853.

In the mean time he assisted in teaching in Milton Academy, Wisconsin, one term, and was the principal of Union Academy, at Shiloh, New Jersey, for two years. He also spent a summer in Madison county, New York, in making an elaborate map of portions of the county, and in this and various other ways met a part of his expense

in obtaining an education. Although he had evinced a decided aptness for instructing pupils and managing schools, yet he decided, during his last year in college, to engage in the work of the gospel ministry. He had made a profession of Christ some nine years prior to this, and united with the Seventh-Day Baptist denomination of Christians. Soon after his graduation, therefore, he began a three years' course of study in Union Theological Seminary, New York city, immediately after the completion of which he was called to the pastorate of the Milton, Wisconsin, Seventh-Day Baptist Church, to which he was ordained in 1856, and which he held for three years. Under his labors the church, though previously quite large, more than doubled its membership and working power.

During the last year of his pastorate he was induced to take charge of the academy in the place. The institution had then been in operation as a select school and academy for fourteen years, and had gained a good standing in the country round about; but under the administration of Mr. Whitford it acquired great vigor and wide popularity, the attendance of students some years reaching to four hundred and fifty. For nine years the school, as an academy, was under his charge; and in 1867 was converted, mainly by his efforts, into a college, of which he has since been the president, serving not only at the head of the faculty, but also of the board of trustees. The institution has, under its new powers, steadily advanced in influence. The number of students in the regular college classes has not been less than seventy in any year; while those in the academic classes have been thrice that number. The graduates of the college, though not numerous, are among the most successful teachers in the high and normal schools of the state.

In 1868 President Whitford served one term in the lower house of the State Legislature, and did eminent service as chairman of the committee on education. He was president of the State Teachers' Association of Wisconsin for the year 1865, and has often presented highly important papers on educational topics before that body. In 1867 he was appointed by the governor of the state a member of the board of Normal Regents, and held this position for nearly nine years. He has frequently acted on the committees for the examination of the graduating classes of these schools, and has otherwise been largely identified with the educational affairs of the state. He has been twice selected as one of the visitors at the State University, and has been repeatedly called to lecture before teachers' institutes and lyceums. For the centennial year of our country he prepared, at the request of the State Superintendent of Public Instruction, a work containing a succinct history of education in Wisconsin—a most thorough and exhaustive treatise, the result of much labor and research on his part, which, with other contributions from the State, was placed on exhibition at Philadelphia.

Of the thousands of young men and women who have gone out from Milton Academy and College, there is probably not one who does not cherish sentiments of respect and affection for President Whitford. To them he has been not only an instructor of facts as set forth in the class-books, but their lives have been influenced and shaped by his character, so full of cordial sympathy with all progress. He has such a firm belief in the higher life, such faith in the power of men to improve themselves, and is such an earnest, untiring worker in all that he undertakes, feels such deep interest in the success

of those about him, especially his students, such anxiety for their future welfare, such enthusiasm and faith in his college, that he inspires those about him with a desire to realize all the possibilities of their nature.

Although belonging to a peculiar sect, he is void of all cant and bigotry. Out of the abundance of his heart his mouth is continually uttering words of encouragement, not only to his students, whether in the class-room or on the play-ground, but to all with whom he comes in contact. His religious convictions are very firm and ardent, and his influence in leading young people to Christ has been marked and salutary. He is a most agreeable companion, abounding in good nature, friendly, sympathetic and generous.—Possessed of strong convictions and firm will he is not easily turned aside after once taking hold of an enterprise, and his power over the minds and actions of others is very great. Mr Whitford is a strong-built man, with dark hair, full beard, ruddy cheeks and sparkling blue eyes. He has a full voice in speaking and manifests great earnestness of manner.

VALEDICTORY.

As I am about to hand over the editorial pen to my successor in office a few personal words to the readers and friends of the JOURNAL are in order.

To the educational officers and teachers who have so cordially sustained it during the past four years my warmest thanks are due. Editorial, added to ordinary official duties, have at times been burdensome, but I have believed the JOURNAL to be a potent means of advancing educational interests and have cheerfully given it many hours of conscientious labor.

It is a source of gratification to me that its publication is to be continued under auspices so excellent. President Whitford, my successor, is a man of versatile power, a fluent, correct, and forcible writer, and an educator of wide experience. He will bring to his editorial, as to his other duties, qualities that will command success. The JOURNAL will certainly not suffer from the change. Let it continue to receive the strong support of Wisconsin educators.

It gives me pleasure, also, to know that my faithful and competent associate editor, the Assistant Superintendent of Public Instruction, Rev. J. B. Pradt, is to remain in office and to retain his long-held interest in the JOURNAL. His peculiar experience and ability will continue to add value to his special departments.

For the multitude of teachers and school officers who have so cordially aided and strengthened me by their intelligent sympathy during the past few years, I have grateful feelings that cannot here be uttered. If any success has attended my administration it is chiefly due to them.

These parting words would be less cheerful if I did not hope to continue largely in private, the friendships begun in official life, and to remain a co-worker with the teachers of Wisconsin in their chosen field. E. S.

Subscribers in debt for the past year will please remit, and all who wish to discontinue will please give *immediate notice*.

NEW PUBLICATIONS.

GEOLOGY OF WISCONSIN. Survey of 1873–1877. Vol. II. Accompanied by an Atlas of Maps. Published under the Direction of the Chief Geologist (Prof. T. C Chamberlin), by the Commissioners of Public Printing.

We take up this magnificent volume with a strong feeling of admiration, tinged with a little regret,—admiration at its character, regret at the "penny wise" policy which has bound so much matter in a volume which is sent out through the state for the information of the people. So large a book is uncomfortable to hold and liable to come to pieces from its own weight much sooner than one half the size. Parts I. and II., "Historical" and "Eastern Wisconsin," and Parts III. and IV., "Central Wisconsin" and the "Lead Regions," would have made two convenient volumes, of about 400 pages each, that would have allowed twice the same number of persons to be reading at the same time, and some matter excluded could have been retained. But the thing is done.

It is well known that this survey was placed at first in charge of the late lamented Dr. Lapham. Probably no man could have been found so well adapted to the charge. An able scientist, he was already familiar with Wisconsin and its general Geology, and was prepared to lay out the work with that fullness and certainty of intelligence which a general has, who has had opportunity of making a thorough reconnoisance of a country in which he is to make a campaign. He was also fortunate in being able to call to his assistance Professors Chamberlin and Irving, and Mr. Strong, for the field work, and Prof. Daniels for the work of such chemical examinations and analyses as might be required, as they were all specially well qualified by previous study and training for the tasks assigned them. To Prof. Chamberlin was committed the survey of Eastern Wisconsin; to Prof. Irving Central Wisconsin; and to Mr. Moses Strong, the Lead Region.

In the historical part, Dr. Lapham records the progress and results of the survey for 1873–4, and Dr. O. W. Wight, his immediate successor as Chief Geologist, does the same for 1875. Prof. Chamberlin's special contribution to the volume, on Eastern Wisconsin, discusses first, the Topography, Hydrology, Native Vegetation and Soils of the region, and then the Quaternary Formations including the Drift—a most interesting chapter, and the Paleozic Formations, as embraced in the Archæan, Lower and Upper Silurian and the Devonian. His work embraced an area of 12,000 square miles, covering a belt 65 miles in width and 180 in length, on the average, extending west from Lake Michigan to the western boundaries of Rock, Jefferson and Dodge counties, to the Fox and Wolf Rivers in Green Lake, Winnebago, and Outagamie counties, and embracing portions of Shawano and Oconto counties. Northward, the work extended from the state line to the upper portion of the peninsula forming Door county. We have not space to dwell upon the interesting details of this portion of the volume—the glacial drift, the "kettles," the lakes, the mineral springs and artesian wells, the great variety and economic value of the minerals. The reader must examine for himself. The scientific descriptions and disquisitions indicate a thorough knowledge and ready familiarity with all the geological topics involved.

The area of the region examined and reported upon by Prof. Irving, is about 10.000 square miles, covering the central portion of the state, and including Marathon, Clark, Jackson, Wood, Juneau, Adams, Columbia, Waushara, and Marathon counties, a part of Green Lake and nearly all of Sauk and Dane counties. He treats upon the surface Features and the General Geological Structure of the region, upon the Archaean and Lower Silurian rocks and upon the Quaternary deposits, with an examination of the Glacial Drift, its direction, effects, economic contents, etc., together with some remarks upon the Driftless Region. This report is also of great interest, but we have no room for details. Mr. Chas. E. Wright contributes a short paper on the Microscopic Lithology of a portion of the crystalline rocks of the region.

The Lead Region, assigned to Mr. Strong and reported upon by him, lies principally in Iowa, La Fayette and Grant counties, and being in the driftless region of the state, presents a smaller variety of interesting surface features than the other districts reported upon. Its peculiarity of mineral wealth, however, makes it not less important. Mr. Strong treats generally and ably upon the Topography, Surface Geology and Geological Formations of the region as well as upon the Lead District proper, presenting matters of great practical importance. The zinc as well as the lead here found is of value. The various and interesting mineral productions are described.

We can only add a few general observations. Before the present survey was ordered a good deal of work had been done by Featherstonaugh, Lapham, Whittlesey, Percival, Daniels, Hall, Winchell, Hoy, Hoyt and others. To these gentlemen, in proper degrees, proper credit is to be given; also, to the various assistants on the present survey including Messrs. Jenney, Sweet, and Munro, who went out with the first party, under Prof. Irving; Messrs. Wooster, King, Wright, Shaw and Merriman, who were more or less with Prof. Chamberlin, and Messrs. Conover and Crawford who assisted Mr. Strong.

The short duration of man is brought to our remembrance when we recall the removal from the present scene, since the survey began, of Dr. Lapham and Mr. Strong; also, of Prof. Eaton of Beloit College, who rendered Prof. Chamberlain valuable service—from whom he receives a warm tribute. But though men pass away, the state lives on, and it is to such men more than she realizes as yet that she owes a debt of gratitude.

The gentlemen who are entrusted with this work meet with many practical difficulties. Not to speak of the wild character of large areas of the state, involving many discomforts and sometimes hardships in the matters of locomotion, subsistence and rest, there are no entirely accurate and reliable surveys or maps of any portion of the state that can be used, except of the shores of the great lakes. Still the common linear surveys are found of considerable general use. Another difficulty is found in the large area to be examined, and the impatience of the people for results. Valuable as this general survey will be when completed, we suppose that geologists themselves will look upon it only as a sort of reconnoisance of what is to be done hereafter with thoroughness. The Report does not cover all the work done and much more work, of the same general character, yet remains to be done.

The first volume, yet to be issued, will be of a more general, popular and practical character than the second—the one before us. It is not yet ready for publication. The

third volume, we understand, and perhaps a fourth, will contain special reports of a scientific character, like those in the second.

We cannot close without bearing testimony to the excellence of the work done by the mechanics and artists employed in the issue of this noble volume. The stereotyping and printing was by David Atwood, Madison, the lithographing by Siefert, Gugler & Co., Milwaukee; and both branches of the work are a credit to the state, as is also the drafting done by Prof. Nicodemus and Mr. A. D. Conover, of the State University.

THE KINDER-GARTEN GUIDE. Nos. I., II. and III. By Maria Kraus-Bœlte and John Kraus. New York: E. Steiger.

These volumes are illustrated hand books, for the self-instruction of Kindergartners, mothers and nurses, and are the first three of a series of eleven guides. They present the more elementary portions of the system, or those designed for the instruction of the younger pupils or beginners, and extending through the "seven gifts." The system is so completely elaborated in these hand-books, that with the stimulus of the requisite enthusiasm and the supply of the requisite patience, very good results, we judge, may be obtained by their aid, though of course previous training under an experienced kinder-gartner is desirable. The books embody the results of twenty years experience in Germany, England and America. We give the prices of the numbers before us: 'No. 1, paper, 35 cents, cloth 65; No. 2, 70 and 100; No. 3, 50 and 80. Address E. Steiger, 22-24, Frankfort St., New York.

NOTES.

About one half of the present county superintendents of the state were re-elected last month.

An exchange says that Miss Ida Brooks, daughter of the late Rev. Joseph Brooks, is president of the Arkansas State Teachers' Association.

We call attention to the article in this issue entitled, "How shall we train our boys and girls to read good literature?" It contains some admirable suggestions.

Some twenty or thirty of the old pupils of Mr. B. M. Reynolds, at La Crosse, lately sealed their friendship for him by presenting him a splendid seal-skin cap.

The Chicago *Journal* says the number of lady county superintendents of schools is yearly increasing in Illinois. Out of a dozen or fifteen women who were nominated for the office there this fall, nine were elected.

The teachers of Chicago have manifested their appreciation of the character and services of Ex-Superintendent Pickard by the presentation to him of an elegant gold watch and chain. A worthy tribute to a worthy man.

A Teachers' Library Association has been formed in Washington Co., as we learn from Mr. Congdon, the worthy principal at West Bend. We are also cheered by the re-election in that county of Supt Barney, who has been a very intelligent and useful officer.

At Chippewa Falls, a High School Depart- has been organized, which is in charge of N. M. WHEELER, as Principal, and a good course of study adopted. The movement meets general approval, and will tend to promote a zeal for scholarship in this frontier but thriving little city.

The people of Eau Claire county wisely ignored politics in choosing their school superintendent. Miss Agnes Hosford, the very effi-

cient superintendent for the past two years, was nominated for re-election by all three parties, and, save four "scattering" ones, received all the votes cast in the county for that officer. Miss Hosford has made an excellent record and all honor to Eau Claire county for this appreciative endorsement.

And now comes the venerable, conservative and high-toned University of Virginia, and throws open wide its doors to the girls as well as boys of the Old Dominion! Truly the world moves! The day is not distant when every college and university in theUnion will be open to all qualified applicants, without regard to race, creed, or sex.

Prof. Whitney, of Yale College, says in reference to the pronunciation of "*Aryan*," the name applied to the mother of the Indo-Germanic languages: "*Aryan* comes from the Sanskirt word *ar-ya*, a dissyllable, whose *y* is consonantal. Both for this reason, and in order to distinguish it from the very different word *Arian*, it is properly (and among scholars, uniformly) uttered as two syllables—*Ar-yan*, the *ar* having the same sound as our familiar *are*,"

A question that has been agitating Boston for some weeks—Shall the famous Latin School of that city be open to girls as well as boys?—has just been decided. Girls shall not be allowed in the old Latin School. but a Girls' Latin School shall be established, in which they shall enjoy equal advantages. This is the compromise now, but in ten years the boys and girls of Boston will be studying the classics together in the same classes, in one school, and be none the worse for it, while the city will save the extra expense of two schools. What folly not to adopt the simple, sensible, and inexpensive plan at once!

The *National Teachers' Monthly* in its last issue says: "We have been waiting to see the WISCONSIN JOURNAL OF EDUCATION die, but it don't die worth a cent. in fact it seems to give promise of a longer life than ever. Wisconsin, has a body of as live earnest teachers as any state in the Union, better than states we could name, north of Mason and Dixon's line and east of the Mississippi river."

The *Monthly* is quite right. The JOURNAL "never felt better in its life," and any body that is waiting for its shoes had better look up a more certain and speedy inheritance. The teachers of Wisconsin propose to sustain it in the future as in the past.

The following gentlemen have been appointed official visitors to the State Normal Schools for the current school year:—

Platteville: Prof. J. B. Parkinson, Madison; Prof. W. H. Beach, Beloit; Supt, T. C. Richmond, Monticello.

Whitewater: Prof. C. A. Hutchins, Fond du Lac; Rev. T. P. Sawin, Janesville; Supt. G. M. Guernsey, Platteville.

Oshkosh: Prof. W. N. Hailman, Milwaukee; Rev. H. M. Simmons, Kenosha; Supt. W. A Walker, Manitowoc.

River Falls: Dr. J. B. Whiting, Janesville; Prof. B. M. Reynolds, New Lisbon; Supt. S. M. Leete, West Salem.

In the election two years ago three ladies were for the first time chosen county superintendents in Wisconsin. One of these, Miss Hosford, as above stated, was renominated by all parties and unanimously re-elected. The other two have, we believe, performed their duties with at least average success and popular satisfaction. Miss Comstock, of Oconto county, came within one or two votes of receiving a re-nomination. At the recent election four ladies were chosen superintendents, in as many counties, viz: Miss Agnes Hosford Eau Claire county. Miss Minnie Kelleher, Brown county, Miss Betsy Clapp, St. Croix county, Miss Mary Brandenburg, Trempealeau county. This gain of one after a two years' trial would seem to indicate that Wisconsin considers the experiment successful.

We have received from Washington a copy of a bill introduced in the Senate, Nov. 20th, by Mr. Hoar, " To establish an educational fund, and to apply the Proceeds of the public lands to the education of the people." It provides that the net proceeds of the public lands, the net proceeds of patents, and all sums hereafter repaid to the United States by railroad corporations, either as principal or interest, upon any loans of money or credit, or bonds loaned to them or paid for their use or guaranteed for them by the United States, are hereby forever set apart for the education of the people." One section provides that the income of the "national educational fund" created shall for the first ten years be distributed to the States and territories according to the ratio of the illiteracy of their respective populations.

A sharp correspondent of the *New England Journal of Education* defends the use of the idiom "had rather," "had better" etc., con-

tending it is not a corruption for "would rather." etc., but the old English form. He makes a very strong argument, citing Mätzner in its support.

We find the following in the *N. Y. Evening Post*:

The members of the Howgate Arctic Expedition, before they sailed, received a contribution of $500 from Captain Americus Symmes, who is the advocate of the theory that a navigable cavity extends through the earth from pole to pole. He says that all the results of previous expeditions justify this belief, and he is confident that Howgate will be able to enter the cavity. In a letter to the Louisville *Courier-Journal* Captain Symmes says: "Did not Captain Waddell go upon a southern exploring expedition a few years ago, and find an open Polar sea, as in the north, and when entering it find his compass had reversed its position, and was pointing north when he thought he was going southward? He became alarmed and turned back, when, if he had followed on as his compass directed, he would have come out at the North Pole, and would have proved the theory true which says the earth is hollow; and. no doubt, he would have found inhabitants within."

We find in some of our exchanges what purports to be Sir Charles Reed's summary of the state of education in the Northern States, deduced from his observations at the Centennial. We notice in it the following sentence: "It is but natural that the New England Schools should lead the way, from the antiquity of their organization; all have made great progress within the past ten years, New Jersey being the sole exception." If this is a fair specimen Sir Charles' report is of little value. No other state in the Union has made more progress educationally during the last ten years than New Jersey. Again he says "no single city was superior to Cleveland, closely followed (in alphabetical order) by Boston, Chicago, Cincinnati, Manchester (New Hampshire), New Haven and St. Louis." There is no mention here of Milwaukee whose exhibit, by the common consent of all competent judges, entitled it to a place near the head of the list.

Any of our readers who may have a short practical article to send to the JOURNAL will do the editors for 1878 a kindness by forwarding it at once, and thus help them to issue, early in January, an initial number filled with a good variety.

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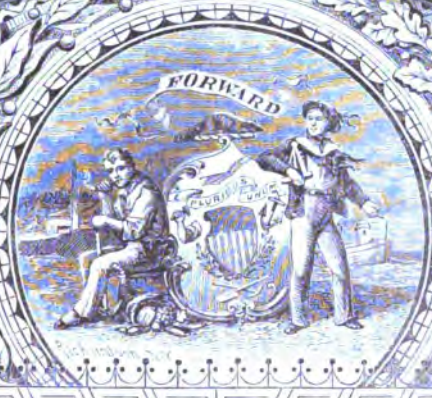

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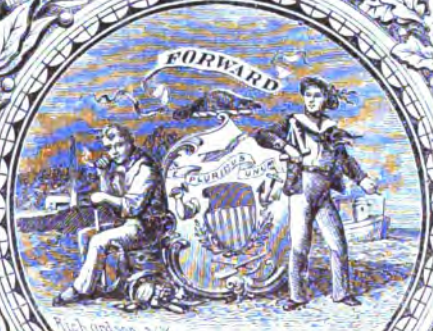

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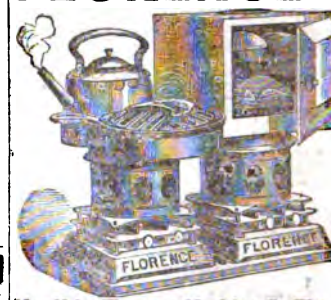

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2. Candidates for admission shall be nominated by the County Superintendent of the County (or if the County Superintendent has not jurisdiction, then the nomination shall be made by the City Superintendent of the city,) in which such candidates may reside, and they shall be at least sixteen years of age, of sound bodily health and of good moral character. Each person so nominated shall receive a certificate setting forth his name, age, health and character, and a duplicate of such certificate shall be immediately sent by mail, by the Superintendent, to the Secretary of the Board.

3. Upon presentation of such certificate to the President of a State Normal School, the candidate shall be examined, under the direction of said President, in the branches required by law for a third grade certificate, except History and Theory and Practice of Teaching, and if found qualified to enter the Normal School in respect to learning, he may be admitted, after furnishing such evidence as the President may require of good health and moral character, and after subscribing to following declaration:

I, ——— ———, do hereby declare that my purpose in entering this State Normal School is to fit myself for the profession of teaching, and that it is my intention to engage in teaching in the public schools of this State.

4. No person shall be entitled to a diploma, who has not been a member of the the school in which such diploma is granted, at least one year, nor who is less than nineteen years of age; but a certificate of attendance may be granted by the President of a Normal School to any person who shall have been a member of such school for one term, provided that in his judgment such certificate is deserved.

The Terms of Board at each locality are moderate.

Information as to board and other matters may be obtained by addressing the Presidents of the respective schools, as follows:

President E. A. CHARLTON, at Platteville. President W. F. PHELPS, at Whitewater
President GEORGE S. ALBEE, at Oshkosh. President W. D. PARKER, at River Falls

THE STATE NORMAL SCHOOLS.

Platteville,	**Winter Term,**	**will open**	**Tuesday, Jan.**	**2.**
River Falls,	"	"	"	**Wed'sday, Jan. 3.**
Whitewater,	"	"	"	**Tuesday, Jan. 9.**
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The Constitution is too apt to be regarded (if not taught) as a definite and self-interpreting instrument, and arguments as to what is and what is not constitutional are usually conducted as if the gravest questions could be settled by any one who had a good memory of the text, or who had access to an index or concordance to our national charter. Ideas like these are effectually dispelled by Andrews's Manual, which records in detail the organization and growth of each department of the Government, and shows the Constitution to be something more than the skeleton framework of '87 plus a certain number of amendments. * * * —*The Nation.*

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THE STATE NORMAL SCHOOLS.

WHITEWATER,	Spring	Term	opened,	TUESDAY, April 3.
OSHKOSH,	"	"	"	TUESDAY, April 3.
RIVER TALLS,	"	"	"	WED'SDAY, Ap'l 4.
PLATTEVILLE,	"	"	"	TUESDAY, April 10.

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6th. The tap of the bolt is let into the iron in such a way that it *cannot* get loose.

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2nd. The curves are gentle and natural.

3rd. The surface of both seat and back present an even, beautiful appearance, as it is not marred by the unsightly cracks which disfigure all slat desks.

4th. The seat and back are beautifully perforated with handsome designs.

5th. These perforations added to the other beauties of the desk, give it an air of elegance and tastefulness *absolutely unrivalled*.

(OVER)

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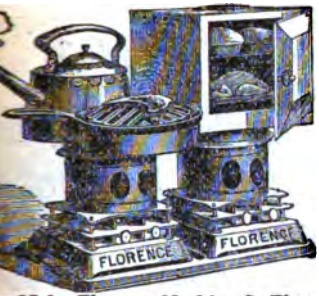

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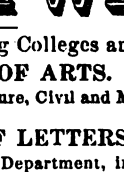

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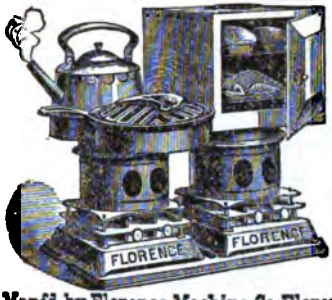

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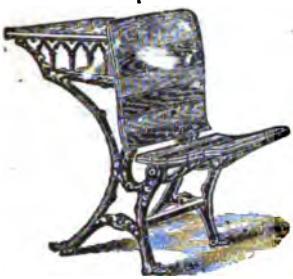

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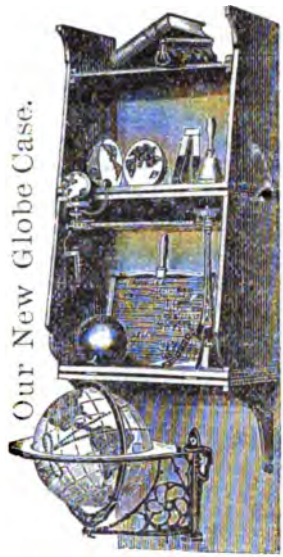

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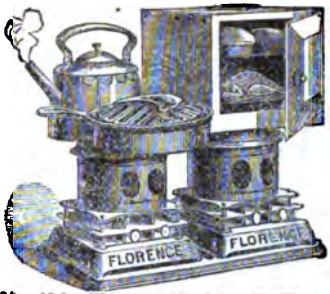

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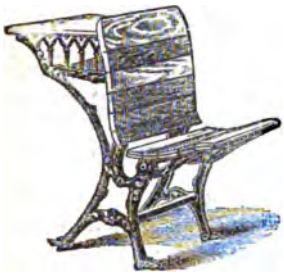

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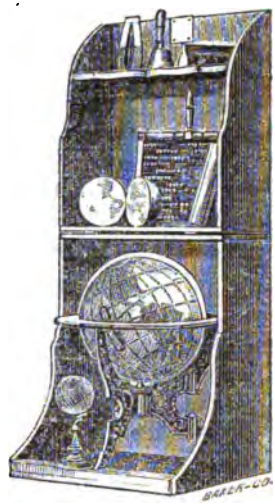

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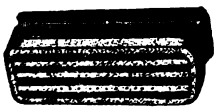

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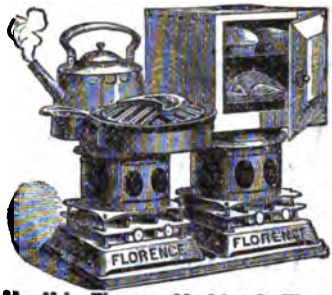

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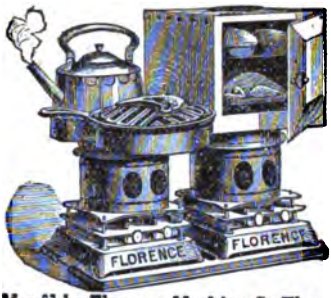

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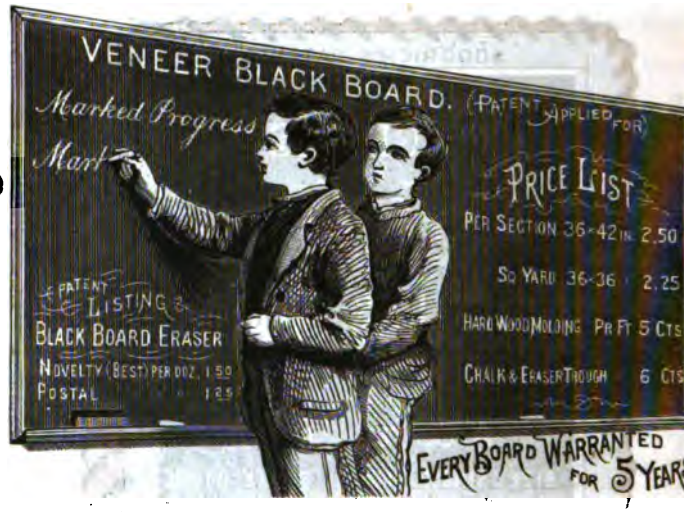

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